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ABSTRACT

This document presents results of a research study designed to determine teachers' levels-of-use of two selected curriculum guides, "The Program and the Six-Year Old" and "Social and Environmental Studies (Grades 5-6)." The study also addressed the validity of using a teacher self-report procedure in assessing levels-of-use. This project was designed to provide a profile chart that utilized a five point level-of-use scale including levels for: (1) non-use; (2) initial preparation; (3) mechanical use; (4) routine use; and (5) refinement and integration. Findings indicated that the guides had been implemented at level three or higher by the majority of teachers who taught grades one, five, or six. Barriers to implementation included: (1) insufficient time for reading and internalizing; (2) lack of materials or equipment; (3) insufficient communication among teachers; (4) work overloads; (5) other priorities; (6) lack of team planning; and (7) insufficient in-service training. Tables are included and appendices contain profile charts, survey questionnaires, and definitions of levels-of-use. (JHP)

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RESEARCH REPORT

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CURRICULUM IMPLEMENTATION: A SURVEY OF TEACHERS' LEVELS-OF-USE OF "THE PROGRAM AND THE SIX-YEAR OLD" AND "SOCIAL AND ENVIRONMENTAL STUDIES (GRADES 5-6)" GUIDES*

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CURRICULUM IMPLEMENTATION: A SURVEY OF TEACHERS' LEVELS-OF-USE OF "THE PROGRAM AND THE SIX-YEAR OLD" AND "SOCIAL AND ENVIRONMENTAL STUDIES (GRADES 5-6)" GUIDES*

*A copy of the "Summary, Conclusions, and Implications Chapter", which was written by H. J. Dilling, is available for distribution as a separate document.

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TABLE OF CONTENTS

Chapter Page

ACKNOWLEDGMENTS iii

TABLE OF CONTENTS v

LIST OF TABLES ix

I. INTRODUCTION 1

Background of the Study 1
The Literature Pertaining to Curriculum Implementation . . 3
Purposes and Objectives of the Teacher Survey 4
Questions/Issues Regarding the Self-Report Method 5
  Validity of Self-Report Procedure 5
  Appropriateness of the Scarborough LoU Scale 6
"Description" of Phenomena vs. "Assessment" of Performance 7

II. METHODOLOGY 9

The Process of Inquiry 9
Selection of the Curriculum Guides to Be Studied 9
Framework for Development of Questionnaires 11
Development of "The Program and the Six-Year Old" Questionnaire 12
Development of "Social and Environmental Studies (Grades 5-6)" Questionnaire 16
Development of Interview Format 18
Description of the Teacher Populations 20
Sample Selection 20
  Teachers to Receive Questionnaires 20
  Teachers to Be Interviewed 22
Data Collection 22
  Mailed Survey Correspondence and Questionnaires . . . 22
  Teacher Interviews 23

TABLE OF CONTENTS (Continued)

Chapter Page

II. METHODOLOGY (Continued)

Data Analyses 24
Preparation of Questionnaire Data for Analysis 24
Analysis of Questionnaire Data 25
Analysis of Interview Data 25
Reporting of Results 26

III. RESULTS: RETURN RATES 27

IV. RESULTS: "THE PROGRAM AND THE SIX-YEAR OLD" 29

Background Information: Description of Respondent Teacher Sample 29
Total Teaching Experience 29
Grade 1 Teaching Experience 30
Number of Full-Time Grade 1 Teachers in the Respondent's School 30
Primary Education Certification and Specialized Training 31
Knowledge of "The Program and the Six-Year Old" 32
Awareness of Guide and Sources of Information 32
Reading of "The Program and the Six-Year Old" 33
Levels-of-Use of "The Program and the Six-Year Old" . . . 35
Total Group 35
Breakouts on Selected Variables 37
Factors Affecting Implementation of "The Program and the Six-Year Old" 38
Comments Made by Grade 1 Teachers 41
The Principal's Role in Curriculum Implementation . . 41
"The Program and the Six-Year Old" Document 42
The Self-Report Questionnaire 43
Grade 1 Teacher Follow-up Interviews: Concurrent Validity Check of the Self-Report Questionnaire Format 44

TABLE OF CONTENTS (Continued)

Chapter Page

V. RESULTS: "SOCIAL AND ENVIRONMENTAL STUDIES (GRADES 5-6)" GUIDE 49

Background Information: Description of Grade 5 and Grade 6 Respondent Teacher Sample 49

Total Teaching Experience 49

Grade 5 or Grade 6 Social Studies Teaching Experience 50

Number of Full-Time Grade 5 and Grade 6 Social Studies Teachers in the Respondent's School 50

Knowledge of the "Social and Environmental Studies (Grades 5-6)" Guide 51

Awareness of Guide and Sources of Information 51

Reading of the "Social and Environmental Studies (Grades 5-6)" Guide 52

Levels-of-Use of the "Social and Environmental Studies (Grades 5-6)" Guide 56

Total Group: General Dimensions 56

Total Group: Sub-Dimensions 57

Breakouts on Selected Variables 62

Factors Affecting Implementation of the "Social and Environmental Studies (Grades 5-6)" Guide 65

Comments Made by Grade 5 and Grade 6 Social Studies Teachers 67

The Principal's Role in Curriculum Implementation . . 67

The "Social and Environmental Studies (Grades 5-6)" Guide 67

The Self-Report Questionnaire 69

Grade 5 and Grade 6 Social Studies Teacher Follow-up Interviews: Concurrent Validity Check of the Self-Report Questionnaire Format 69

TABLE OF CONTENTS (Continued)

Chapter Page

VI. SUMMARY, CONCLUSIONS, AND IMPLICATIONS 77

"The Program and the Six-Year Old" Guide 79

Conclusions and Implications 83

"Social and Environmental Studies (Grades 5-6)" Guide . . 85

Conclusions and Implications 90

Concluding Statement 92

BIBLIOGRAPHY 95

APPENDICES 97

LIST OF TABLES

Table No. Page

II.1 Teacher Sample Sizes 21

III.1 Grade 1 Teacher Return Rates for "The Program and the Six-Year Old" Questionnaire by School Type 27

III.2 Grade 1 Teacher Return Rates for "The Program and the Six-Year Old" Questionnaire by Program Assistance Status of School 28

III.3 Grade 5 and Grade 6 Teacher Return Rates for the "Social and Environmental Studies (Grades 5-6)" Questionnaire by School Type 28

III.4 Grade 5 and Grade 6 Teacher Return Rates for the "Social and Environmental Studies (Grades 5-6)" Questionnaire by Program Assistance Status of School 28

IV.1 Total Number of Years of Teaching Experience (As of June, 1984) for Respondent Teachers Currently Using "The Program and the Six-Year Old" 29

IV.2 Number of Years of Teaching Grade 1 (As of June, 1984) for Respondent Teachers Currently Using "The Program and the Six-Year Old" 30

IV.3 Total Number of Full-Time Grade 1 Teachers (Including Respondent) in the School 31

IV.4 Primary Certification and Specialized Courses As Reported by Respondent Grade 1 Teachers (Ranked by Percentage) 32

IV.5 Sources of Information Regarding the Existence of "The Program and the Six-Year Old" As Reported by Grade 1 Teachers (Ranked by Percentage) 33

IV.6 Percentage of Grade 1 Teachers Who Had Read the Different Parts (Chapters) of "The Program and the Six-Year Old" (Ranked by Percentage) 34

IV.7 Grade 1 Teachers' Levels-of-Use (LoU) of the Dimensions of "The Program and the Six-Year Old" According to Self-Report Questionnaire Responses 36

LIST OF TABLES (Continued)

Table No. Page

IV.8 Grade 1 Teachers' Ratings of the Effects of Specified Factors on Their Ability to Implement "The Program and the Six-Year Old" (Ranked by Percentage Response to "Barrier to a Great Deal") 39

IV.9 Grade 1 Teachers' Levels-of-Use (LoU) of "The Program and the Six-Year Old" Guide: Comparison of Self-Report Questionnaire and Follow-up Interview Ratings (June, 1984) . 45

V.1 Total Number of Years of Teaching Experience (As of June, 1984) for Grade 5 and Grade 6 Respondent Teachers Currently Using the "Social and Environmental Studies (Grades 5-6)" Guide 49

V.2 Number of Years Teaching Grade 5 or Grade 6 Social Studies (As of June, 1984) for Respondent Teachers Currently Using the "Social and Environmental Studies (Grades 5-6)" Guide . 50

V.3 Total Number of Full-Time Grade 5 and Grade 6 Social Studies Teachers (Including Respondent) in the School . . . 51

V.4 Sources of Information Regarding the Existence of the "Social and Environmental Studies (Grades 5-6)" Guide As Reported by Grade 5 and Grade 6 Social Studies Teachers . . 52

V.5 Percentage of Grade 5 and Grade 6 Social Studies Teachers Who Had Read the Different General Sections of the "Social and Environmental Studies (Grades 5-6)" Guide (Ranked by Percentage) 53

V.6 Percentage of Grade 5 Social Studies Teachers Who Had Read the Applicable Sections of the "Social and Environmental Studies (Grades 5-6)" Guide (Ranked by Percentage) 54

V.7 Percentage of Grade 6 Social Studies Teachers Who Had Read the Applicable Sections of the "Social and Environmental Studies (Grades 5-6)" Guide (Ranked by Percentage) 55

V.8 Grade 5 and Grade 6 Teachers' Mean Level-of-Use (LoU) for Each Dimension of the "Social and Environmental Studies (Grades 5-6)" Guide 57

V.9 Grade 5 and Grade 6 Teachers' Levels-of-Use (LoU) for Sub-Dimensions of the "Social and Environmental Studies (Grades 5-6)" Guide According to Self-Report Questionnaire Responses 58

LIST OF TABLES (Continued)

Table No. Page

V.10 Grade 5 and Grade 6 Teachers' Ratings of the Effects of Specified Factors on Their Ability to Implement the "Social and Environmental Studies (Grades 5-6)" Guide (Ranked by Percentage Response to "Barrier to a Great Deal") 66

V.11 Grade 5 and Grade 6 Teachers' Levels-of-Use (LoU) of the "Social and Environmental Studies (Grades 5-6)" Guide: Comparison of Self-Report Questionnaire and Follow-up Interview Ratings (June, 1984) 71

I. INTRODUCTION

Background of the Study

In September, 1983, the Scarborough Board of Education's Curriculum Implementation Committee (CIC) submitted its discussion paper entitled, "Curriculum Implementation and Review". The CIC's review of the literature in the field of curriculum implementation, along with a proposed "Action Plan" and recommendations for research in the Scarborough school system, provided the initial terms of reference for this survey of teachers' "levels-of-use" (LoU) of selected curriculum guides. The Scarborough Board Research Centre was requested to prepare a proposed design for this study. This was then presented to the CIC, and approval was given in March, 1984, for the hiring of a project co-ordinator to help implement the project.

Specifically, the CIC's paper discussed the "profile chart" concept (Appendix A) which was based upon the research of Leithwood and Montgomery (1982), Heck et al. (1981), and Hall et al. (1975). This Scarborough profile chart offered a flexible framework for designing subsequent studies related to the implementation of guides. Accordingly, the CIC's paper recommended that the profile chart be considered in evaluating the extent of curriculum implementation in the Scarborough context.

Briefly, the main arguments for using the profile chart as a research tool pertaining to curriculum implementation are as follows:

(a) It embodies an authoritative and innovative theory of curriculum implementation as a process of growth occurring incrementally over time (Fullan and Park, 1981).

(b) It synthesizes a complex phenomenon and, thus, clarifies for teachers (and other stakeholders) what they should actually be doing when implementing a guide at each stage (LoU) within specified dimensions.

(c) It provides the general conceptual model (i.e., a two-dimensional matrix of LoU and dimensions) from which a variety of program and guide-specific profile charts and data-collecting instruments may be constructed.

It should be noted also that the CIC paper proposed that the profile chart be used to examine the roles of all stakeholders in the curriculum implementation process--teachers, principals, chairpersons, students, area superintendents, subject co-ordinators, resource teachers, and consultants. Indeed, concurrent with this study of teachers' use of selected curriculum guides, an interview survey of Scarborough principals and their perceived role in curriculum implementation was being carried out by the Research Centre (Minsky et al., 1984). Therefore, while this teacher survey focussed on the role and perceptions of teachers in the primary and junior divisions, the wider context of school system relationships, policies, and resources must be kept in mind when reading the results and considering the implications.

Finally, the reader must be made aware that, in response to the CIC's recommendation regarding a co-operative review process and in demonstration of its own priority commitment to follow-up studies of curriculum implementation, the Program Department of the Scarborough Board of Education launched area curriculum implementation projects which have been carried out concurrently with the Research Centre teacher and principal surveys. However, how and to what extent the Program Department's projects and Research Centre's surveys are interrelated in terms of objectives, procedures, and findings has yet to be determined. It is clear to this point, nevertheless, that the profile chart model, outlined in the CIC paper, has provided a common framework from which a wide variety of approaches to the exploration of curriculum implementation, including the use of questionnaires, interviews, and observation schedules, can be devised.

The Literature Pertaining to Curriculum Implementation

The Research Centre requested that ONTERIS* and ERIC** searches pertaining to curriculum implementation be carried out. (Search information is on file in the Professional Library.) There simply was not time within the framework of the teacher survey to follow up and review all the references. However, as was found in the CIC's literature review, the ONTERIS search indicated that the writings of Leithwood and Montgomery (1982) and of Fullan and Park (1981) are pre-eminent (authoritative) in the field of curriculum implementation theory and applied research. The work of these authors, together with that of Hall et al. (1975), was reviewed in conjunction with the conceptualization and design of the teacher survey methodology. Fullan and Park's definition of curriculum implementation was adapted for this study as follows:

> Implementation consists (or may consist) of alterations from existing practice to some new or revised practice (potentially involving materials, teaching, and beliefs) in order to achieve certain desired student learning outcomes. (Fullan and Park, 1981).

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* ONTERIS (Ontario Resources Information System) contains research studies (abstracted and indexed) which have been produced in Ontario from 1959-82.

** ERIC (Educational Resources Information Center), Washington, D.C.

The ERIC search produced many interesting articles which pertain directly to research on teachers' concerns, practices, perceptions, and experiences concerning curriculum implementation. These ERIC documents are, judging from their titles, subject-specific (e.g., science, mathematics, vocational programs, etc.) or related to important educational issues (e.g., early school admissions, teacher training needs, student cultural differences, etc.). Articles with a specific subject or topical orientation may prove helpful during future Scarborough implementation projects, depending, of course, upon the purposes and objectives of these projects.

Dow and Whitehead's report, New Perspectives on Curriculum Implementation: A Survey of Teacher, Principal and Consultant/Co-ordinator Concerns (1981), provided useful information regarding support systems needed to overcome major barriers to implementation as perceived by teachers. This information was of value during the development of data-collecting instruments for this teacher survey.

Purposes and Objectives of the Teacher Survey

This survey was conceived with a dual purpose in mind:

(a) To provide information on the current status (LoU) of teachers' implementation of selected curriculum guides.

(b) To assess the appropriateness of the Scarborough profile chart and the validity of using a teacher self-report procedure in assessing levels-of-use (LoU) of curriculum guides.

Information yielded by the study was expected to be useful not only in describing the present status of implementation of certain curriculum guides, but also in examining how guides are read and interpreted by teachers, in identifying barriers to curriculum implementation (with implications for determining resource and in-service needs), and in developing valid survey questions of use eventually in interview and observation approaches to the measurement of levels of curriculum implementation. Another expected benefit was the establishment of baseline data for assessing future change in LoU over time.

Questions/Issues Regarding the Self-Report Method

From the outset of the project, research team members were conscious of a number of fundamental questions pertaining to data-collecting methodology. These had been raised through a review of the literature and through early discussions with people involved in curriculum implementation in Scarborough.The major issues had to do with validity of the self-report procedure in general, and specifically with the appropriateness of the levels-of-use scale for each dimension of the Scarborough profile chart. (Profile chart details are provided in Appendix A.)

Validity of Self-Report Procedure

This issue rests with the concern of some educators and researchers that self-report methods fall victim to the tendency of respondents (teachers) to rate themselves at higher LoU than is actually the case. Such tendencies of respondents to place themselves in the "best light possible" may be due to a variety of possible factors, such as respondent misinterpretation of the purposes of the questionnaire (i.e., interpreted as a tool for evaluating teacher performance), unwillingness to "think through" complicated LoU questions and rank oneself accurately, and the "overwhelming" appearance of the questionnaire. That the self-report procedure has a lower degree of validity than interview and, particularly, observation methods issupported by other research (e.g., Hall et al., 1975). Since the survey of teachers' LoU relies, in this study, upon self-report questionnaires exclusively, the issue of validity had to be addressed in the methodology. To do this, interviews were conducted with a randomly selected group of teachers. In this regard, the inquiry sought to answer the question: *Can a self-report questionnaire - completed independently by teachers - provide a LoU portrait which is congruent with actual teaching behaviours?* The "Data Collection" section of this report outlines the teacher interview procedure as a concurrent validity check.

Appropriateness of the Scarborough LoU Scale

For the most part, it has been taken for granted that the LoU scale (defined steps of progressively more consistent and effectively integrated teacher actions) is equally appropriate for abstract dimensions (e.g., philosophy) and for concrete dimensions (e.g., teaching methodology). This assumption leads to the following questions:

> *Is it possible to "use" a philosophy? Does implementation of philosophy more logically mean "acceptance" at different levels of belief and internalization of the explicit and implicit value system of a guide?*

Clearly, this study can begin to explore the implications of these questions for future curriculum implementation research which draws upon the LoU conceptual model. Teacher interview and questionnaire responses are intended to provide objective and impressionistic data concerning the validity of self-report instruments and the practical relevance of a profile chart from the perspective of classroom teachers.

"Description" of Phenomena vs. "Assessment" of Performance

The research team placed strong importance on the restriction of this study to description and exploration of levels-of-use and the teachers' experiences in the implementation process. It was hoped that this intention, explicitly communicated verbally and in writing, would minimize any fear that the project included an evaluation of teachers' performance. It was seen as essential that participating teachers and other stakeholders understand this distinction. Consequently, one of the central questions to be answered by this study was: *Does the profile chart, as understood and used by teachers, clarify or confuse this issue?* The intention was not to introduce the topic with study participants, but only to note opinions if they were recorded on the questionnaire or given spontaneously during the interviews.

II. METHODOLOGY

The Process of Inquiry

At each stage of conceptualization and design of self-report questionnaires, the research team consulted with several groups of stakeholders in the Scarborough system: teachers, principals, and program/subject co-ordinators. These were people who held theoretical and practical knowledge directly relevant to a selected guide, who represented the population of teachers to be involved in the survey, and who were in a position to articulate what kinds of information would be most valuable in terms of needs and benefits for teachers. Furthermore, this team approach was designed to enhance the researchers' understanding of the curriculum implementation process in a specific context.

With this principle of consultation between researchers and stakeholders in mind, the research team requested that a sub-committee of the Curriculum Implementation Committee be named to provide input to the study process. This group, the Curriculum Guide Implementation Sub-Committee, consisted of representatives of the original CIC that helped author the draft paper discussed earlier. They provided input regarding selection of curriculum guides, time lines, methodology, and pilot-testing of the questionnaires.

Selection of the Curriculum Guides to Be Studied

The Curriculum Guide Implementation Sub-Committee, in consultation with the research team, selected four curriculum guides which offered some degree of representation according to subject and grade level. The chairperson of the CIC was then asked to rank these guide selections in order of priority for study. That priority order was as follows:

(a) "The Program and the Six-Year Old" Guide.

(b) "Social and Environmental Studies (Grades 5-6)" Guide.

(c) "Intermediate Science (Grades 7-10)" Guide.

(d) "Visual Arts (Grades 11-13)" Guide.

These guides represented documents which had been introduced into the school (i.e., to teachers) in approximately the same year, 1978; the intention was to minimize time as a variable affecting results pertaining to the degree of teacher implementation across subjects. Full implementation of a guide is expected, in most cases, to be achieved within five years of its introduction to teachers. Controlling for year of production of the guide allowed the researchers to hypothesize that, with regard to the guides selected for this study, variability in levels-of-use from subject to subject would most likely be due to factors other than length of time from the introduction of the guide to teachers.

Reduction of the number of variables to be considered does not imply that variables eliminated do not have any effect. Rather, it is to ensure that adequate attention can be paid to the other variables that are retained for study.

Finally, it was evident soon after the study commenced that, due to time constraints again, all four curriculum guides isolated for examination could not receive the in-depth attention necessary. Consequently, the number of guides finally selected for study had to be restricted to those listed as (a) and (b) above.

Framework for Development of Questionnaires

As stated previously, one of the primary purposes underlying the teacher survey of curriculum implementation was the design of a self-report questionnaire which could be completed by the respondent, independent of the researcher, and which would provide a valid (accurate) profile of teachers' levels-of-use (LoU).

The original survey plan called for development of a "generic" questionnaire which could be used to explore teachers' LoU of any Scarborough curriculum guide. It soon became apparent, however, that a generally-worded questionnaire was inadequate for capturing essential detailed information regarding philosophy and strategies which vary widely among curriculum guides. It was made clear by those advising the research team that the development of program/subject-specific questionnaires was desirable from the point of view of stakeholders and in terms of the value of the pilot data for teachers and co-ordinators. Indeed, the CIC paper had also recommended adaptation of the general profile chart to each specific curriculum guide. The extra work involved in implementing this particular recommendation was one of the factors resulting in the restriction of this study to two guides.

To assist with the task of developing the two questionnaires, the following two additional groups, with some representation from the Curriculum Implementation Committee, were organized:

(a) "The Program and the Six-Year Old" advisory group. These people worked closely with the research team in the conceptualization, construction, and pilot-testing of the questionnaire designed specifically with "The Program and the Six-Year Old" in mind.

(b) "Social and Environmental Studies (Grades 5-6)" guide advisory group. Liaison was established with the History and Social Studies Department concerning questionnaire design and pilot-testing.

To facilitate the process of questionnaire design, the research team formulated optional methods and strategies for consideration by each group. The next two sections of this chapter discuss separately the design and pilot-testing of the two questionnaires. It must be noted that, for both instruments, the LoU questions (Part III of the questionnaires) are considered the "conceptual core", stemming from the profile chart.

Development of "The Program and the Six-Year Old" Questionnaire

The working (advisory) group for this task, along with the research team, began by re-conceptualizing the five LoU into mutually-exclusive categories reflecting the guide's philosophical movement from teacher to student "ownership" of the learning process. The second step in the process--completing definitions for the "cells" for each LoU within the dimensions--followed logically from this understanding (and agreement among group members) of the guide's implicit rationale. Content, as a separate dimension, was omitted since this guide is largely philosophical in its intent, with substantive content material integrated throughout the text (Chalk, 1982).

During the process of completing individual cell definitions in the profile chart, the following questions were considered: *Is the matrix developmental across dimensions, as well as through LoU 1 to 5? In other words, must the philosophy of the guide be fully understood and accepted before effective implementation of the concrete dimensions--methods, resources, and evaluation--can occur?* The working group discovered that it was easier to complete cell definitions under the concrete dimensions before attempting to complete the cell definitions under the philosophy dimension. From this experience, the working group generated an interesting series of questions to be considered later in the context of inquiry.

(a) *What is the relationship between a teacher's knowledge, assimilation, and acceptance of the guide's philosophy (an abstract dimension) and teaching methodology (a concrete dimension)?*

Presumably, teaching methodology corresponds directly with the teacher's understanding and acceptance of the guide's philosophy. With this reasoning, it is not possible for a teacher to implement teaching techniques effectively at LoU 4 (internalized use) if the teacher does not fully understand, accept, and believe in the guide's philosophy at LoU 4. However, the reverse does not necessarily follow; a teacher can "internalize" a philosophy without manifesting it at all in practice.

It is obvious, too, that instances of partial, but incomplete, transfer may occur. Although a teacher may be at LoU 5 (modified use) philosophically, it is expected that there will be examples of use of teaching techniques which are identified at another (lower) LoU. Thus, in this hypothesis, the teacher's level of philosophical understanding and acceptance determines LoU in other dimensions and helps explain movement (or lack of movement) from one LoU to the next. A difficulty for research is that a teacher's degree of philosophical understanding, acceptance, or belief is difficult to measure in a quantitative way. However, in Part III of the questionnaire, the concrete examples used to help define the methods, resources, and evaluation dimensions were written to assume levels of understanding and acceptance which corresponded with those of philosophy.

(b) *In what way will the teachers' responses help answer questions of the relationship between the understanding and the LoU in the concrete dimensions of methodology, resources, and evaluation? For example, will one identify in the teachers' responses a congruence between their LoU in concrete dimensions and their LoU in philosophy?*

(c) *In those instances where a teacher's philosophical LoU rating is generally higher than LoU in concrete dimensions, what are the reasons for lack of complete correspondence?*

Another possibility related to these questions is that there may be teachers who, due to certain kinds of training and/or personal values, specify high LoU for their classroom practices (or other concrete dimensions), yet who have not read, or are unaware of, the guide's philosophy, thus recording a low philosophical LoU rating. (However, teachers with no knowledge of the guide in question were instructed not to complete the LoU.)

This summarization of working group discussions is included in this section to emphasize that many questions were generated during questionnaire development. In this process, anticipated outcomes from the perspective of different stake-holders were formulated.

The actual task of completing draft cell definitions for "The Program and the Six-Year Old" questionnaire (Appendix B) was assigned to different working group members. The final set of definitions was then agreed upon by all members as a total group. (The subject-specific profile chart, developed concurrently with the questionnaire, is included as part of Appendix D1.)

In summary, the conceptual and organizational structure of this part of the questionnaire (Part III) was designed to correspond as closely as possible with the generalized profile chart developed by the CIC (Appendix A). The working group felt this consistency was essential in the questionnaire's presentation in order that teachers easily see, and be able to report, the linkage between LoU and their everyday teaching practices.

Part I of the questionnaire (Teachers' Background Information) includes potentially influential variables to be considered later during the analysis of data.

In Part II, the survey directs itself exclusively to teachers who use the guide knowingly. In other words, the survey was not intended to measure (or imply in its design that there may be) differences simply because a teacher may (or may not) have prior awareness of the guide. Thus, the survey was designed to describe LoU of this guide only, and teachers who were not aware of the guide, regardless of the LoU at which they might have placed themselves, were directed not to respond.

The creation of Part IV of the questionnaire (Factors[1] Affecting Implementation) presented a paradox. One view is that to construct a list of possible barriers may, in effect, encourage teachers to find factors external to themselves in a rationalization for not moving beyond a particular LoU. For example, class size as a factor influencing LoU was omitted because it is problematic in terms of interpretation, contractual formulae, and implementation of specific recommendations. An alternative would have been to leave the "barriers" question completely open-ended, to allow teachers to raise the points of most concern. The compromise was to provide a partial list which included the factors for which feedback was definitely desired, followed by an additional open-ended question.

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[1] The findings of Dow and Whitehead (1981) suggested some directions for designing this section of the teacher questionnaire. Their report addressed the degree to which certain factors are or are not perceived as barriers to implementation.

The final section (Part V) of the questionnaire made provision for additional comments that respondents felt had not been covered previously.

Pilot-testing of the questionnaire with Grade 1 teachers and Primary Education Department staff resulted in modifications in format, clarification of instructions, and re-wording of some questions and examples to remove ambiguity. In general, the pilot results dispelled the working committee's initial concern that a self-report questionnaire, formulated on the basis of a LoU and dimensions profile chart model, would be "overwhelming" in its length and detail. Formatting changes, particularly, helped overcome presentation problems in the case of LoU questions.

Development of "Social and Environmental Studies (Grades 5-6)" Questionnaire

The "Social and Environmental Studies" questionnaire (Appendix C) reflects some similarities, as well as some fundamental differences, in format and content from that used for "The Program and the Six-Year Old" (Appendix B). Standardization (except in terms of technical coding procedures for keypunching and computer data processing) was a secondary consideration. The important goal still was the development of a self-report instrument which is program or guide specific in relation to abstract and concrete dimensions. For example, Part III of the "Social and Environmental Studies" questionnaire--conceptualized and structured by the History and Social Studies Department working group--incorporates explicitly the knowledge, skills, values, and process emphases of the Grades 5-6 social studies guide, particularly within the concrete dimension of methodology.

As was the case in the development of "The Program and the Six-Year Old" instrument, the design phase itself became a learning process of dialogue and interpretation regarding the curriculum guide's theoretical and programming intent for teachers and students. The research team became actively involved in a consultative role with the "Social and Environmental Studies (Grades 5-6)" guide advisory group after a draft of the LoU section (Part III) of the questionnaire had already been formulated.

Part I (Background Information) includes teacher variable data which might be related to LoU. However, the advisory group for the development of this questionnaire did not see the need for analysis on the basis of teacher specialization. Consequently, this type of teacher background information was not requested.

Part II (Knowledge of the "Social and Environmental Studies (Grades 5-6)" Guide) was structured in relation to the guide's section and unit headings. Teachers were instructed to complete questions related to either the specified Unit 5 or Unit 6; this specification was consistent with the grade level of the class to which they were currently teaching the social studies curriculum. This instruction to respondents (i.e., complete the questionnaire according to the current grade level of social studies instructional responsibility) was consistent throughout the questionnaire. As in the case of "The Program and the Six-Year Old", Parts II and III were applicable only to teachers having direct (and prior) familiarity with the guide in question.

Part III (Levels-of-Use of the Guide) is fundamentally different in its presentation (in reference to the profile chart model) from that used for "The Program and the Six-Year Old"; it appears to make greater demands on the conceptual dexterity of the respondents. This is because each dimension has been translated into a group of several sub-dimensions, each of which is purported to reflect a salient element of its general dimension and which must be judged with respect to the LoU that the respondent believes he/she has attained (a definition of each LoU is provided). The advantage of this format, compared with the format used for "The Program and the Six-Year Old" questionnaire, is that it introduces greater detail in the LoU ratings available for analysis, as opposed to data which represent respondents' generalizations about total dimensions on the basis of a few examples. The disadvantage is its overwhelming appearance. (See Appendix D2 for a sample of the subject-specific profile chart developed concurrently with the questionnaire.)

The items listed in Part IV (Factors Affecting Implementation) were modified from those used on the other questionnaire and oriented, where necessary, to the social studies guide.

Part V (Comments) remained unchanged from the corresponding section of "The Program and the Six-Year Old" questionnaire.

Pilot-testing of the questionnaire with Grade 5 and Grade 6 teachers and with social science chairpeople resulted in clarification of instructions and re-wording of definitions and questions.

Development of Interview Format

The need to test the validity of the self-report questionnaires dictated that the surveys be followed by at least some interviews, if not classroom observations. However, tight deadlines resulted in the decision to restrict this validation process to the use of a very small number of follow-up teacher interviews.

It must be emphasized that the research team members recognized the cross-validating potential of using observation along with questionnaires. However, this ideal of systematic classroom observation requires use of trained observers, reliability checks, and random rotation of observers in classrooms over an extended period of time. Unfortunately, such an undertaking was well beyond the resources and terms of reference of this study.

The format of the focussed teacher interviews was based on the questionnaires. Consequently, the teacher (interviewee) was asked the same questions, in the presence of the interviewer, as had been answered previously by the respondent independently during the survey phase. The interviewer was instructed to make clear to the teacher that the purpose of the interview, although seemingly redundant, enabled the researchers to determine the validity of the instrument (i.e., the degree of response consistency using the same instrument (questionnaire) in two different situations). As well, during the course of the teacher interviews, the following particular issues regarding the validity of the instruments were probed:

(a) Did the teachers experience any difference(s) in the process of completion of the questionnaire independently compared to completion in the presence of an interviewer?

(b) What factors were considered by a teacher when he/she was deciding on LoU?

(c) Did some factor(s) (e.g., a unit topic) weigh more heavily than others in LoU placement?

Finally, it is important to note that teacher responses to the questionnaires, recorded independently during the earlier survey phase, were not reviewed and considered by the researchers before the teacher interviews were conducted. The concern was that pre-interview analysis of teachers' answers contained in questionnaires might jeopardize the interviewer's objectivity (i.e., by unconsciously influencing the interviewers to shape teachers' responses in some preconceived "desirable" direction).

Description of the Teacher Populations

Full-time teachers of Grade 1, excluding those with double grades, were included in the population from which a sample was drawn for "The Program and the Six-Year Old" survey. Grade 5 and Grade 6 teachers having single grades and full-time status[1] in the instruction of the social studies curriculum were included in the population of "Social and Environmental Studies" teachers.

Sample Selection

Teachers to Receive Questionnaires

Teachers were randomly selected from the March, 1984, personnel list of elementary schools and staff. At least 55 teachers were selected for each survey in order to ensure a sample size of at least 50 for the study of each guide. The assumption was that from either group there would be no more than five eliminations due to transfer, leave of absence, or retirement since March. After such reductions, the final sample sizes were as presented in Table II.1.

Although schools in this sample were assigned a code number in such a way as to identify categories, no attempt had been made initially to stratify and sample proportionately according to school type (i.e., JK-6, JK-8), grade level (in the case of "Social and Environmental Studies"), or program assistance designation (i.e., schools which receive additional teaching or support staff

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[1] Some part-time teachers were included in the Grade 5-6 survey if they taught all of the social studies to at least one class of students in one of those grades.

TABLE II.1

TEACHER SAMPLE SIZES

"The Program and the Six-Year Old"		"Social and Environmental Studies (Grades 5-6)"	
Type of School	No. of Teachers	Type of School	No. of Teachers
JK-6	36	JK-6	44
JK-8	16	JK-8	14
Total	52	Total	58[a]

[a] Of these teachers, 24 taught Grade 5 and 34 taught Grade 6.

because of an inner-city location or other factors). The random sampling and identification of categories permits some tentative hypotheses to be formulated regarding differences in teachers' LoU according to school type, program assistance, and several teacher background variables. In this respect, the study was to serve the purpose of providing direction for future controlled and/or experimental studies of curriculum implementation, with particular attention to those variables identified in the later data analysis as being related to differences in teachers' LoU.

As expected, random sampling produced proportions of teachers in JK-6 and JK-8 schools which approximated the actual ratios in the system. These findings provide some measure of the representativeness of the samples, and thus of the confidence with which generalizations to the populations may be made. Pre-coding data to include this variable also permitted flexibility with respect to future breakouts of LoU responses according to school type, though the reduced numbers would result in a corresponding reduction in the reliability (level of confidence) of the subdivided data.

One additional point should be mentioned. Since data were pre-coded to show the grade taught by those involved in the "Social and Environmental Studies" survey, it was possible to provide separate breakouts for Grade 5 and Grade 6 teachers. However, the decision was made not to subdivide the data to show such differences in this report because of the desire to show this particular guide as an integrated document for both grades. Any such breakouts in the future would, of course, be subject to any of the cautions regarding the reliability of data from small samples.

Teachers to Be Interviewed

Five teachers who had completed questionnaires were randomly selected from each survey population (Grade 1 and Grades 5-6) for follow-up interviews. While the limitations of this design, in terms of generalizability, were recognized, time constraints precluded the selection of a greater number of teachers for interviews.

Data Collection

Mailed Survey Correspondence and Questionnaires

(a) "The Program and the Six-Year Old". Prior to mailing covering letters and questionnaires directly to participating teachers in May (Appendices B and D1), principals were sent letters (Appendix E1) informing them of the purpose of the project, the procedures, and the names of the teachers on their staffs who were randomly selected to receive questionnaires. In addition, teachers received follow-up letters three days after the questionnaires were to have been returned (Appendix F1).

(b) "Social and Environmental Studies (Grades 5-6"). The planned procedure for this survey was similar to the one described above. However, after the mailing to the principals (Appendix E2), a pilot-testing of the "Social and Environmental Studies" instrument indicated that teacher respondents were not only very pressed for time during June, but also that the longer questionnaire required at least one hour of careful thought to complete adequately. Therefore, telephoned requests were made to principals to free up, if possible, the participating teachers for one hour during school time for completion of this questionnaire. A letter confirming these arrangements was then sent to each principal who agreed to the request (Appendix G), along with the teacher's covering letter and questionnaire (Appendices C and D2) to be distributed by the principal. A direct mailing of covering letters and questionnaires was made to the remaining teachers. The follow-up letter to all teachers (Appendix F2) was similar to the one distributed in the other survey.

Teacher Interviews

Two interviewers were hired and trained to conduct interviews, in accordance with the format developed, with the sub-sample of five teachers selected randomly from each of the two samples of teachers who had returned their questionnaires. Arrangements for the interviews were made directly with teachers by telephone, in accord with information communicated previously to both the principals and the teachers.

Data Analyses

Preparation of Questionnaire Data for Analysis

Questionnaires for both Grade 1 and Grade 5-6 teachers had been designed to permit keypunching directly from the questionnaires, with a view toward later computer analysis.[1] In preparation for this, questionnaires were pre-coded with teacher and school identification numbers. These identification numbers ensured confidentiality of individual teacher and school data. They also allowed for the planned concurrent validity checks through follow-up interviews.

Questionnaires were also pre-coded to permit identification of school type (JK-6 or JK-8) and whether or not a school was receiving program assistance. In addition, Grade 5-6 teachers' questionnaires were pre-coded to indicate the grade level of the class currently being taught. Thus, though the decision had been made not to do so for this report, future breakouts of LoU responses by grade (5 and 6), though lacking the same degree of reliability as the total group data because of the reduced numbers, would be possible.

Finally, background information provided by teachers in both surveys created the potential for LoU data analysis by total years of teaching, number of years of teaching at current grade level, number of teachers in the school teaching the same grade/subject, and degree of specialized training (Grade 1 survey only). It will be recalled also that LoU data for only those teachers who were familiar with the curriculum guide were to be analyzed.

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[1] Marshall Mangan, Statistical Analysis Package: User's Manual (Scarborough: Board of Education for the Borough of Scarborough, 1979).

Analysis of Questionnaire Data

The initial data run produced frequencies and percentages for all survey questions. In addition, it provided breakouts on the LoU data by school type (JK-6, JK-8) and program assistance status (PA, NPA), including means, standard deviations, and chi-square tests and t-tests on the differences.

A secondary run on the LoU data provided breakouts according to total years of teaching, number of years of teaching at current grade level, and number of teachers in the school at the same grade level as the respondent--all re-classified into groups from frequency data supplied by the initial run. Since each breakout on this secondary run involved more than two categories, the t-test was not appropriate; therefore, analyses of variance were computed manually. (Note that a planned breakout of the Grade 1 LoU data according to level of teacher specialization was not performed; analysis based on the large number of categories and the consequent small numbers in many of the categories would not yield meaningful information.)

A major difference in the analysis for the "Social and Environmental Studies" LoU was that results were produced for all sub-dimensions (45), as well as for the sub-dimension data reduced to the six general dimensions.

Analysis of Interview Data

Ratings of teacher LoU obtained through the interviews were contrasted with the LoU ratings provided independently in response to the questionnaire. Then the number of changes were determined, as were the arithmetic changes in the ratings. The latter were subjected to direct difference t-tests for two related samples.

Reporting of Results

Results from questionnaires and teacher interviews are presented separately for the two guides, "The Program and the Six-Year Old" and "Social and Environmental Studies (Grades 5-6)". Non-responses to closed questions were included in order to standardize construction of tables of frequencies and percentages. (This is consistent with the Statistical Analysis Package (SAP) format of breakouts which provides data summing to 100 per cent of all subjects). The presentation of tables and discussion of trends and patterns in the results follows the sequence which appears in the questionnaires.

Teacher comments to the open-ended questions on Part V of each questionnaire are summarized and reported in each results chapter (one per guide). Summarized responses to open-ended questions on the remaining parts of the questionnaires are included in appropriate places in the text.

A concluding chapter following the results chapters summarizes the findings related to each guide and considers the implications related to the purposes and objectives outlined for the study.

III. RESULTS: RETURN RATES

Information pertaining to the return rates is presented in Tables III. 1, III.2, III.3, and III.4. Given the 80.8 per cent and 86.2 per cent return rates for the Grade 1 and Grade 5-6 teachers' surveys respectively, the findings and generalizations from statistical analyses can be accepted with some confidence (with due regard to the error involved in generalizing from samples of approximately 50 in size) as applying to the total Scarborough population.

TABLE III.1

GRADE 1 TEACHER RETURN RATES FOR "THE PROGRAM AND THE SIX-YEAR OLD" QUESTIONNAIRE BY SCHOOL TYPE

School Type	No. of Questionnaires Sent[a]	No. Returned	Percentage Returned
JK-6	36	29	80.6
JK-8	16	13	81.3
TOTAL	52	42	80.8

[a] Number of questionnaires sent, in both surveys, may differ from the original teacher sample drawn, as explained in discussion of Table II.1, as a result of adjustments for teacher transfers, retirements, etc.

TABLE III.2

GRADE 1 TEACHER RETURN RATES FOR "THE PROGRAM AND THE SIX-YEAR OLD" QUESTIONNAIRE BY PROGRAM ASSISTANCE STATUS OF SCHOOL

Program Assistance Status of School[a]	No. of Questionnaires Sent	No. Returned	Percentage Returned
PA	14	11	78.6
NPA	38	31	81.6
TOTAL	52	42	80.8

[a] PA= Program Assisted; NPA = Not Program Assisted.

TABLE III.3

GRADE 5 AND GRADE 6 TEACHER RETURN RATES FOR THE "SOCIAL AND ENVIRONMENTAL STUDIES (GRADES 5-6)" QUESTIONNAIRE BY SCHOOL TYPE

School Type	No. of Questionnaires Sent	No. Returned	Percentage Returned
JK-6	44	37	84.1
JK-8	14	13	92.9
TOTAL	58	50	86.2

TABLE III.4

GRADE 5 AND GRADE 6 TEACHER RETURN RATES FOR THE "SOCIAL AND ENVIRONMENTAL STUDIES (GRADES 5-6)" QUESTIONNAIRE BY PROGRAM ASSISTANCE STATUS OF SCHOOL

Program Assistance Status of School	No. of Questionnaires Sent	No. Returned	Percentage Returned
PA	13	10	76.9
NPA	45	40	88.9
TOTAL	58	50	86.2

IV. RESULTS: "THE PROGRAM AND THE SIX-YEAR OLD"

Background Information: Description of Respondent Teacher Sample

Total Teaching Experience

Table IV.1 indicates clearly that Grade 1 teachers who responded to the questionnaire are a highly experienced group in terms of total years of teaching. All teachers reported at least seven years of total classroom teaching, and nearly three-quarters (73.8 per cent) reported over 10 years of total teaching experience. The relationship between total teaching experience and levels-of-use (LoU) of "The Program and the Six-Year Old' is examined later in a section of this chapter that deals with breakouts.

TABLE IV.1

TOTAL NUMBER OF YEARS OF TEACHING EXPERIENCE (AS OF JUNE, 1984) FOR RESPONDENT TEACHERS CURRENTLY USING "THE PROGRAM AND THE SIX-YEAR OLD"

Total Years of Teaching	Number of Teachers	Per cent (N=42)
7-10	10	23.8
11-15	13	31.0
16 and over	18	42.9
No response	1	2.4

Grade 1 Teaching Experience

Table IV.2 indicates that more than three in five (61.9 per cent) of the teachers responding to the survey had five or fewer years of experience in teaching Grade 1. Relating this finding to the data in Table IV.1 (total years of teaching), it is clear that experienced teachers tend to be assigned to teach Grade 1. The relationship between LoU and number of years of teaching Grade 1 is also examined in the section dealing with breakouts.

TABLE IV.2

NUMBER OF YEARS OF TEACHING GRADE 1 (AS OF JUNE, 1984) FOR RESPONDENT TEACHERS CURRENTLY USING "THE PROGRAM AND THE SIX-YEAR OLD"

Years of Teaching Grade 1	Number of Teachers	Per cent (N=42)
1-2	13	31.0
3-5	13	31.0
6-12	9	21.4
13 and over	7	16.7

Number of Full-Time Grade 1 Teachers in the Respondent's School

As can be seen from Table IV.3, a minority of Grade 1 teachers in this study teach in isolation from other Grade 1 colleagues. For the majority (73.8 per cent), the opportunity exits within their school setting on a day-to-day basis for communication and learning from one another regarding implementation (use) of "The Program and the Six-Year Old". This variable (number of Grade 1 teachers in the school) is also analyzed in relation to teachers' reported LoU in the section dealing with breakouts.

TABLE IV.3

TOTAL NUMBER OF FULL-TIME GRADE 1 TEACHERS (INCLUDING RESPONDENT)[a] IN THE SCHOOL

Total No. of Grade 1 Teachers[b] in the School	Number of Teachers	Per cent (N=42)
1	11	26.2
2	16	38.1
3 or 4	15	35.7

[a] It was assumed that the respondent included herself/himself in the total, although the question did not explicitly instruct teachers to include themselves in the tally.

[b] Including Grade 1 teachers with double (split) grades.

Primary Education Certification and Specialized Training

Responses regarding primary education certification and other types of specialized training were made by 27 (64.3 per cent) of the Grade 1 teachers in this study. As may be seen in Table IV.4, 23 of these teachers reported at least one level of Primary Education certification (11 with Specialist as the highest, 6 with Part II, and 6 with Part I). The remaining 4 teachers (of the 27) would be included among the 18 reporting "none of the above" in Table IV.4, as they reported under "Other" certification only, while 7 of those with Primary Education certification also reported under "Other". The additional types of certification/courses listed under "Other" (with number of teachers in brackets) are as follows: Special Education Specialist--Parts I or II or both (5), Early Childhood Education --Scarborough Board (3), B.A. (2), Reading Specialist (2), M.Ed.--Curriculum Specialist (2), Human Development--Magic Circle (1), Instrumental Music--Part II (1), and Primary Education--Quebec (1).

TABLE IV.4

PRIMARY CERTIFICATION AND SPECIALIZED COURSES AS REPORTED BY RESPONDENT GRADE 1 TEACHERS (RANKED BY PERCENTAGE)

Certification/Training		Number of Teachers[a]	Per cent (N=42)
Highest Primary Education Certificate:	Part I	6	14.3
	Part II	6	14.3
	Specialist	11	26.2
Early Childhood Education (Institute of Child Study)		--	--
None of the above		18	42.9
No response		1	2.4

[a] Teachers were free to report as many types of training as applied to them.

Knowledge of "The Program and the Six-Year Old"

Awareness of Guide and Sources of Information

Among the group of 42 Grade 1 teachers who participated in this study were four (9.5 per cent) who reported no awareness of the guide's existence prior to receiving the survey questionnaire. For the 38 (90.5 per cent) who were aware of "The Program and the Six-Year Old", Table IV.5 provides a breakdown of the initial information sources. While these responses indicate that "in-service" and "another teacher" were the most frequently reported sources of information about the guide's existence, the high "no response" rate suggests that many respondents simply could not recall the requested details of the guide's introduction to them. In addition to reporting under the specific categories listed, teachers could also indicate "other" places where they found the guide. These included the library, the classroom, the school, and the primary area guide collection.

TABLE IV.5

SOURCES OF INFORMATION REGARDING THE EXISTENCE OF "THE PROGRAM AND THE SIX-YEAR OLD" AS REPORTED BY GRADE 1 TEACHERS (RANKED BY PERCENTAGE)

Source of Information	Percentage of Teachers (N=42) Indicating Source		
	Yes[a]	No	No Response
1. In-service	35.7	21.4	42.9
2. Another teacher	35.7	16.7	47.6
3. Primary Education Department Consultative Staff	19.0	26.2	54.8
4. Principal	14.3	28.6	57.1

[a] Teachers could check more than one information source, as appropriate; thus, column values do not total 100 per cent.

Reading of "The Program and the Six-Year Old"

Twenty-four (57.1 per cent) of the 42 Grade 1 teachers reported that they had read "The Program and the Six-Year Old" in its entirety; 14 (33.3 per cent) said they had not read the complete document; and four (9.5 per cent) did not respond, in accordance with directions given to those who were unaware of the existence of the guide.

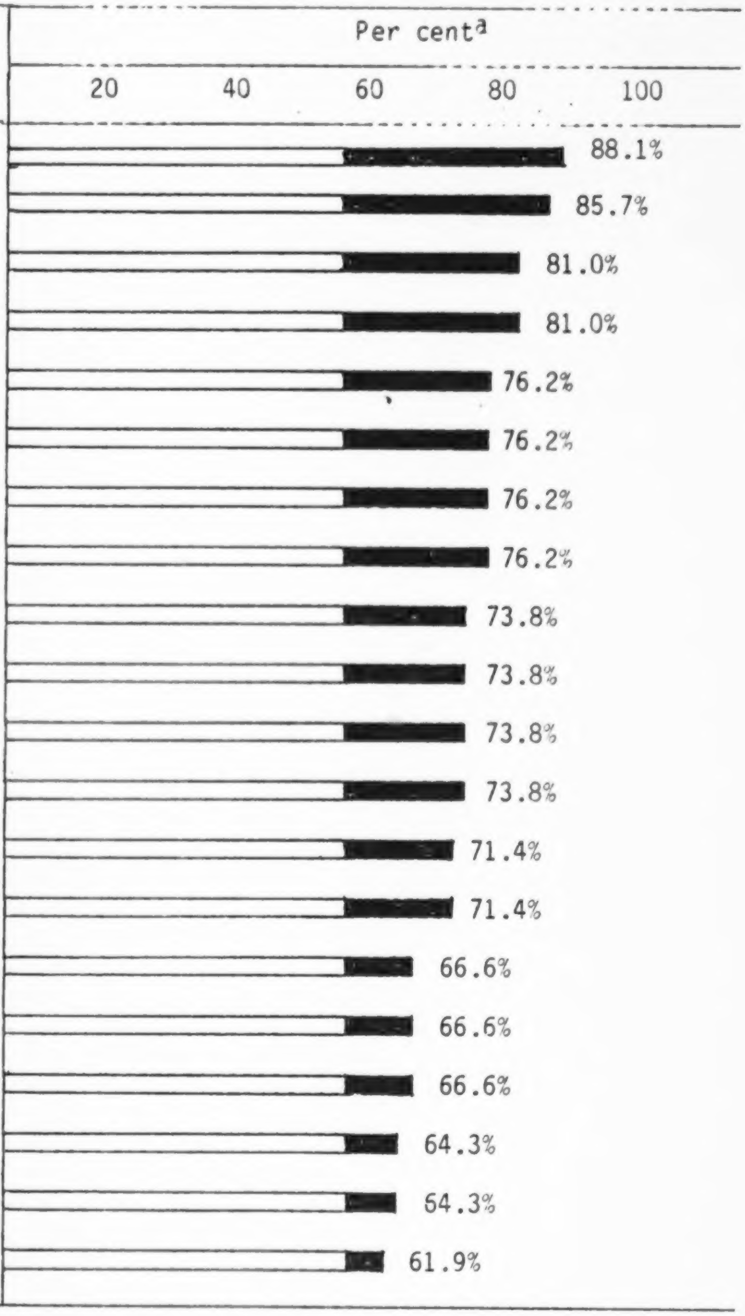
Table IV.6 indicates, for each part of the guide, the percentage of Grade 1 teachers who had read it. Note that no bar could go beyond 90.5 per cent (100 per cent less the 9.5 per cent who did not respond). Furthermore, the constant 57.1 per cent (open section of each bar) represents those teachers who reported reading the entire guide. The variable solid sections of the bars, therefore, represent the selectivity of those who were discriminating in their reading of the guide.

It is interesting to note that, when selectivity did occur, the parts of the guide read most frequently focussed on philosophical considerations, the child, and the learning process of young children.

TABLE IV.6

PERCENTAGE OF GRADE 1 TEACHERS WHO HAD READ THE DIFFERENT PARTS (CHAPTERS) OF "THE PROGRAM AND THE SIX-YEAR OLD" (RANKED BY PERCENTAGE)

Parts of the Guide	Per cent[a]
1. Growing into Language	88.1%
2. Growing into Reading	85.7%
3. The Child	81.0%
4. How Children Learn	81.0%
5. Philosophy	76.2%
6. Growing into Mathematics	76.2%
7. Planning	76.2%
8. Getting Started	76.2%
9. The Teacher	73.8%
10. Use of Environment	73.8%
11. Routines	73.8%
12. Record Keeping	73.8%
13. Strategies for Teaching	71.4%
14. Discipline	71.4%
15. Evaluation	66.6%
16. Equipment/Supplies	66.6%
17. Resources	66.6%
18. New Canadian Student	64.3%
19. Parental Assistance	64.3%
20. Bibliography	61.9%



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[a] Percentages were determined from an N of 42. However, the constant of 24 teachers (57.1 per cent) who reported reading the guide in its entirety is represented by the open section of each bar (▭), while the percentages for the 14 teachers who reported reading the guide selectively are represented by the solid sections of the bars (▬).

Levels-of-Use[1] of "The Program and the Six-Year Old"

Total Group

The key objective of this study was to provide a measure of the levels-of-use (LoU) for each of the five dimensions of "The Program and the Six-Year Old". Table IV.7 shows, for each dimension, the distribution of teacher responses across the five LoU. From these data, the following trends may be noted:

(a) All dimensions of "The Program and the Six-Year Old" have been implemented at level 3 or higher by the vast majority of the Grade 1 teachers.

(b) Abstract dimensions (i.e., (A) philosophy and (B) aims and objectives) have been implemented at higher levels than the concrete dimensions (i.e., (C) teaching methodology, (D) instructional resources, and (E) student evaluation).

(c) In general, for the concrete dimensions (C, D, and E), there is a marked drop in percentage of teachers after level 4.

(d) Teaching methodology (dimension C) is implemented predominantly at level 3 (i.e., externalized use--emphasis upon teacher-direction and day-to-day application).

(e) Student evaluation (dimension E), in comparison with the other four dimensions, shows the highest percentage of Grade 1 teachers in LoU 1 and 2 (11.9 per cent).

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[1] Levels-of-Use (see Appendix D1 for specific definitions):
1. Non Use
2. Initial Awareness
3. Externalized Use
4. Internalized Use
5. Modified Use

Table IV.7 also shows the mean LoU for each dimension (for N=38). These data, along with the distributions of percentages, are useful for comparing the "average" level of use across dimensions and the relative degree of "spread" of the teacher responses. As can be seen, they reflect the features cited above, with the means for dimensions A and B at the lower end of the internalized use category (4 includes means from 3.5 to 4.4) and the means for dimensions C, D, and E at the higher end of the externalized use category (3 includes means from 2.5 to 3.4).

TABLE IV.7

GRADE 1 TEACHERS' LEVELS-OF-USE (LoU) OF THE DIMENSIONS OF "THE PROGRAM AND THE SIX-YEAR OLD" ACCORDING TO SELF-REPORT QUESTIONNAIRE RESPONSES

Dimension	NON USE (1)	INITIAL AWARENESS (2)	EXTERNALIZED USE (3)	INTERNALIZED USE (4)	MODIFIED USE (5)	NO RESPONSE **	Mean LoU (for Teachers Who Responded)
(A) Philosophy	4.8	2.4	21.4	35.7	26.2	9.5	3.84
(B) Aims and Objectives	2.4	4.8	35.7	26.2	21.4	9.5	3.66
(C) Teaching Methodology	2.4	--	61.9	21.4	4.8	9.5	3.29
(D) Instructional Resources	4.8	2.1	54.8	26.2	2.4	9.5	3.21
(E) Student Evaluation	4.8	7.1	42.9	33.3	2.4	9.5	3.24

**Four Grade 1 teachers reported no prior awareness of "The Program and the Six-Year Old"; accordingly, they were directed not to respond to the LoU section of the questionnaire.

Breakouts on Selected Variables

Grade 1 teachers' LoU were further examined by testing for significant differences in LoU on the following five variables:

School Variables:

(a) School type (JK-6 and JK-8).

(b) Program assistance (PA = receiving program assistance and NPA = not receiving program assistance).

Teacher Variables:

(c) Total years of teaching (7-10, 11-15, and 16 and over).

(d) Number of years of teaching Grade 1 (1-2, 3-5, 6-12, and 13 and over).

(e) Number of full-time Grade 1 teachers, including respondent teacher, in the school (1, 2, and 3-4).

The intervals for the teacher variables (c, d, and e) were determined after an initial data run which provided the descriptive data presented in the "Background Information" section of this chapter.

Appropriate tests of significance (chi square, and t-test or analysis of variance) were applied to the LoU data for each of the five dimensions on breakouts for each of the five variables (i.e., to a total of 25 sets of data). No statistically significant differences in LoU were found on any of these five variables. (For the interested reader, a supplementary document with data on all the breakouts is on file in the Research Centre.) However, noteworthy trends in results for the five sets of LoU means for two of the variables (total years of teaching and number of years of teaching Grade 1) are pointed out for the reader because of the "strength" of the patterns (i.e., for most of the five dimensions, means change consistently in one direction across most of the categories). The two trends are as follows:

(a) Grade 1 teachers, for each of the five dimensions, tended to show higher levels of curriculum implementation (LoU) as more total teaching experience was reported. The one exception to this trend occurs on the dimension of student evaluation; the group of Grade 1 teachers who had 11-15 years of total teaching experience recorded the lowest LoU on student evaluation.

(b) Teachers, for most of the dimensions, tended to show higher LoU as Grade 1 teaching experience increased, but for only the first three categories of experience. After 12 years of Grade 1 teaching experience, the means were almost invariably lower within each dimension. The exception was for the instructional resources dimension, for which means were exactly the same for all categories except 1-2 years.

In summary, these analyses have determined that Grade 1 teachers' levels of curriculum implementation of "The Program and the Six-Year Old" are not significantly affected by any of the school or teacher variables selected for examination, although two factors showed some trends worthy of further study.

Factors Affecting Implementation of "The Program and the Six-Year Old"

Grade 1 teachers were asked to indicate the degree to which they had experienced each of a list of factors as a barrier to implementation of the guide. Table IV.8 presents the results of the teachers' ratings. The following findingsemerged from inspection of the data:

(a) Factors 7, 9, 11, and 17 (unclear methodology for student observations; perception of the guide as outdated; insufficient teacher-principal

TABLE IV.8

GRADE 1 TEACHERS' RATINGS OF THE EFFECTS OF SPECIFIED FACTORS ON THEIR ABILITY TO IMPLEMENT "THE PROGRAM AND THE SIX-YEAR OLD" (RANKED BY PERCENTAGE RESPONSE TO "BARRIER TO A GREAT DEAL")

Factors	Percentage of Teachers (N=42) Rating Factor As:				
	Not a Barrier	Somewhat of a Barrier	Barrier to a Great Deal	Don't Know	No Response
1. Teachers lack communication opportunities	21.4	33.3	38.1	2.4	4.8
2. School/Primary Education Department lack team plan	45.2	14.3	31.0	4.8	4.8
3. Lack of in-service training	52.4	14.3	21.4	7.1	4.8
4. Insufficient materials/equipment	33.3	35.7	21.4	4.8	4.8
5. Time for reading guide insufficient	40.5	31.0	21.4	2.4	4.8
6. Multiple guides create work overload	23.8	54.8	14.3	2.4	4.8
7. Methods re: student observation unclear	66.7	19.0	7.1	2.4	4.8
8. Peer pressure resists implementation	47.6	33.3	7.1	7.1	4.8
9. Guide is outdated	73.8	2.4	7.1	11.9	4.8
10. Teaching resource suggestions insufficient	45.2	28.6	7.1	11.9	7.1
11. Teacher-principal communication insufficient	66.7	11.9	7.1	9.5	4.8
12. Insufficient resource personnel	57.1	31.0	4.8	2.4	4.8
13. Criteria for assessing children's work portfolios unclear	59.5	14.3	4.8	11.9	9.5
14. Principal's role/commitment unclear	47.6	28.6	4.8	14.3	4.8
15. Procedures for implementation unclear	61.9	16.7	4.8	11.9	4.8
16. Student interview procedure unclear	54.8	26.2	2.4	11.9	4.8
17. Lack of school support	66.7	19.0	2.4	7.1	4.8
18. Parents disapprove of the guide	52.4	19.0	--	23.8	4.8

communication; and lack of school support) are not perceived as barriers to implementation of "The Program and the Six-Year Old" by at least two-thirds of the Grade 1 teachers.

(b) The first five factors listed (lack of opportunities for teachers to communicate and learn from each other; lack of team planning between school staff and Primary Education Department; lack of in-service training; insufficient materials/equipment; and insufficient time to read the guide) have created the largest barriers to the effective implementation of the guide. At least one-fifth of the Grade 1 teachers feel each is a great barrier.

(c) Factor 6 (the feeling that multiple guidelines are creating a work overload) is perceived as a partial barrier by over half of the Grade 1 teachers.

In addition to the categories listed above, teachers were provided with the opportunity to list "other" factors which they felt affected their implementation of "The Program and the Six-Year Old". Their comments emphasized the need for both more ideas and more informal contact with other Grade 1 teachers to aid in implementation. In addition, they stressed that the program is implemented only to the degree that it is perceived as comfortable, workable, and educational for both class and teacher. Furthermore, since parents, too, may be playing an important role in deciding on the acceptability of a particular philosophy, both parents and teachers have to be committed to the philosophical approach of the guide if implementation is to be successful. Stressed also as a deterrent to the process was any situation where the class size is too large.

Comments Made by Grade 1 Teachers

The last section of the questionnaire asked the Grade 1 teachers to make comments related to three topics: the principal's role in curriculum implementation, the "The Program and the Six-Year Old" document, and the self-report questionnaire to which they were responding. The comments are summarized in the following sections. (The numbers in brackets indicate how many teachers, of the 42 respondents, made comments on a particular issue.)

The Principal's Role in Curriculum Implementation

Slightly less than one-half of the Grade 1 teachers surveyed highlighted two major aspects of the principal's role which they felt would enhance their implementation of "The Program and the Six-Year Old".

First, the principal must possess a thorough knowledge of the guide in order to have meaningful interactions with teachers regarding implementation in the classroom (19). The principal's understanding is particularly important in discussions concerning interpretation of the guide's philosophy (e.g., awareness of the whole child) and teaching methods (e.g., "hands-on" approach) related to it. Furthermore, the principal must be committed to, though not necessarily uncritically accepting of, this philosophy. If the principal is committed to the guide's philosophy of learning, then he/she can participate fully with teachers in the process of implementation of the guide. In return, the principal has a right to expect that teachers make appropriate judgments regarding application of the guide's dimensions for the children in their classrooms and that they "modify" the curriculum at the highest level of use.

Second, many teachers are of the opinion that principals should provide support and encouragement during the implementation process (18). The principal, according to teachers, is expected to demonstrate her/his knowledge and commitment through initiation of action helpful to Grade 1 teachers. Likewise, responsiveness to teachers should be demonstrated through supportive feedback, provision of resources, and consistent professional interest in the teachers' suggestions, requests, needs, and curriculum adaptations.

In addition to the two major aspects of the principal's role in curriculum implementation cited above, several teachers commented that the principal should provide money for the acquisition of the teaching materials and supplies necessary to implement use of the curriculum's recommended resources (9).

Other comments made about the principal's role were concerned with communicating to parents the value of the guide's philosophy (6), encouraging and supporting the variety of teacher activity in the classroom (3), being aware of the guides and making them available to teachers (2), and arranging smaller classes (2).

In summary, there is nothing within the Grade 1 teachers' comments which suggests they expect or desire principals to have an "evaluative attitude" toward teachers as "implementors". Rather, teachers' comments stress reciprocity in communication, commitment based on thorough knowledge of the guide, and co-operative action--a good definition for "partnership"--which is a concept emphasized in the writings of Fullan and Park (1981) and Leithwood (1981).

"The Program and the Six-Year Old" Document

In general, the Grade 1 teachers' comments indicated that they consider the guide to be a well written document which provides a valuable resource, both philosophical and practical, for present teachers, but especially for those new to Grade 1 (6). As well, Grade 1 teachers seemed committed to its effective adaptation and implementation in the context of their particular students' needs (3). In fact, some teachers (2) found it to be most effective with self-motivated students or with a structured program. However, a few (3) did find it was necessary to re-read the guide often to assimilate the contents.

The major suggestion given, however, for ensuring better implementation of the guide was that in-services should be provided to increase teacher and parent awareness of the concepts in the guide and to provide teachers with the opportunity to share practical methods for implementation (10). Further comments reflected the problems of class size (4), unwillingness of some teachers to integrate new information (4), and the lack of specific materials and equipment necessary for a "hands-on" approach by students (3).

Regarding revision of the guide, the suggestion was made that it should include more information on evaluation techniques and an updating of research in the field (5). In addition, the request was made for more direction on setting up a "child-centred" program (3).

The Self-Report Questionnaire

Grade 1 teachers were quite positive in their opinion that the self-report procedure was helpful in stimulating their thinking and promoting self-assessment of their implementation of "The Program and the Six-Year Old"; in addition, they felt that the adaptation of the profile chart provided a well-organized model for self-report (13). Some comments, however, were related to ways in which the whole data-collecting procedure might be modified (e.g., the philosophy dimension is difficult to plot (3), more time is needed to consider the questionnaire (3), and the teaching methodology dimension requires more levels of use (2)).

Grade 1 Teacher Follow-up Interviews: Concurrent Validity Check of the Self-Report Questionnaire Format

Information from the interview of the five Grade 1 teachers randomly selected (from those who completed the questionnaire) for the study of concurrent validity[1] of the self-report questionnaire procedure used in this project is summarized in Table IV.9. With reference to the questionnaire, each interview focussed on the the teacher's self-assessment process as she/he decided on levels-of-use for the guide's five different dimensions.

Table IV.9 contrasts the results of the teacher interview responses with the same teachers' LoU placements on the questionnaire which had been completed earlier and independently. The hypothesis is that close correspondence between the two sets of data provides evidence of concurrent validity of the two data-collecting procedures.

Comparison of Grade 1 teachers' LoU self-placement in the two different contexts indicates the following:

(a) In about half (12/25) of the cells, there was no change in the reported LoU between data-collecting procedures (when averages of multiple placements were used). In the other 13 cells, all changes were toward an increase in reported LoU at the time of the interview. (However, a direct difference t-test for two related samples on data for each of the five dimensions revealed no significant difference in the change.)

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[1] Validity refers to how accurately the self-report questionnaire measures Grade 1 teacher LoU.

TABLE IV.9

GRADE 1 TEACHERS' LEVELS-OF-USE (LoU) OF "THE PROGRAM AND THE SIX-YEAR OLD" GUIDE: COMPARISON OF SELF-REPORT QUESTIONNAIRE AND FOLLOW-UP INTERVIEW RATINGS (JUNE, 1984)

Dimension	Teacher #1		Teacher #2		Teacher #3		Teacher #4		Teacher #5		Arithmetic Change (for each dimension)
	Q[a]	I[b]	Q	I	Q	I	Q	I	Q	I	
Philosophy	4	3,4,5 4[c]	4	4	4	4	4	3,4,5 4	4	5	+1.0
Aims and Objectives	3	4,5 4.5[d]	3	4	4	4	4	4	4	5	+3.5
Teaching Methodology	3	3	3	3	3	3,4,5 4	3,4 3.5	3,4,5 4	4	5	+2.5
Instructional Resources	3	3	3	3,4 3.5	3	3	3,4 3.5	3,4,5 4	3	4	+2.0
Student Evaluation	3	3,4 3.5	3	4	3	3	4	3,4,5 4	3	5[d]	+3.5
Arithmetic Change (for each teacher)	+2.0		+2.5		+1.0		+1.0		+6.0		+12.5

[a] Reported independently on questionnaire (LoU: 1-5)
[b] Reported during interview (LoU: 1-5)
[c] Average of multiple LoU placements
[d] Difference of more than one LoU between self-report and interview

(b) About half of the arithmetic change may be attributed to the responses from one teacher (#5). If data from this teacher were eliminated, the response sets would show much greater similarity, though still changed slightly toward higher LoU ratings in the "interview" data.

(c) Two teachers (#3 and #4) revealed remarkable consistency in response sets.

(d) Four out of five teachers specified a multiple LoU placement on at least one dimension during the interview; this suggests some difficulty in discriminating among levels on the basis of the definitions provided.

(e) The dimension with the greatest consistency (i.e., the least change from one data-collecting procedure to the other) was philosophy.

(f) The dimensions where the greatest problems of self-placement were experienced (i.e., where the greatest changes occurred) were in aims and objectives and student evaluation.

While the ideal procedure in establishing concurrent validity is to compute correlation coefficients and then test the significance of the relationships, such was not done with these data. The small number of teachers involved (N=5), as well as the nature of the distribution of responses, made this impractical. Therefore, any conclusions on the validity of the self-report procedure must be based largely on inspection of the descriptive statistics. It will be recalled that this limitation in the research design was emphasized in a previous section of this report. In other words, the data collected were designed simply to point a direction, rather than to lead toward some definitive statement.

In any event, it may be seen that there is a fair degree of correspondence between the sets of data for each dimension. Furthermore, while the clarifying process of the interview appeared to prompt self-assessment that was slightly more positive than was the assessment made independently, the change was not significant.

Regarding the appropriateness of the profile chart as a means of gathering data, some additional information was volunteered by teachers during the interviews. In essence, these comments reinforced that teachers had found the chart well-organized and had benefitted from participation in the self-assessment exercise; however, they had experienced some problems as they completed the form.

Finally, it is interesting to note that in no case, during the interview or on the questionnaire, did a teacher make a statement that suggested she/he had a feeling of being "evaluated" through this project.

V. RESULTS: "SOCIAL AND ENVIRONMENTAL STUDIES (GRADES 5-6)" GUIDE

Background Information: Description of Grade 5 and Grade 6 Respondent Teacher Sample

Total Teaching Experience

The Grade 5 and 6 teachers who responded to the questionnaire tended to be a very experienced group (Table V.1). Sixty-eight per cent of respondents reported at least 13 years in the profession. The relationship between total teaching experience and levels-of-use (LoU) of the "Social and Environmental Studies (Grades 5-6)" guide is examined later in a section of this chapter that deals with breakouts.

TABLE V.1

TOTAL NUMBER OF YEARS OF TEACHING EXPERIENCE (AS OF JUNE, 1984) FOR GRADE 5 AND GRADE 6 RESPONDENT TEACHERS CURRENTLY USING THE "SOCIAL AND ENVIRONMENTAL STUDIES (GRADES 5-6)" GUIDE

Total Years of Teaching	Number of Teachers	Per cent (N=50)
3 - 12	16	32.0
13 - 16	17	34.0
17 and over	17	34.0

Grade 5 or Grade 6 Social Studies Teaching Experience

Table V.2 indicates that 70 per cent of the teachers responding to the survey had from one to five years of experience teaching social studies at the Grade 5 or Grade 6 level. Over one-third of the teachers were relatively new to the teaching of social studies in these grades, having had only one to two years of such experience. This variable, in relationship to LoU, is also examined later in the section dealing with breakouts.

TABLE V.2

NUMBER OF YEARS TEACHING GRADE 5 OR GRADE 6 SOCIAL STUDIES (AS OF JUNE, 1984) FOR RESPONDENT TEACHERS CURRENTLY USING THE "SOCIAL AND ENVIRONMENTAL STUDIES (GRADES 5-6)" GUIDE

Years of Teaching Grade 5 or Grade 6 Social Studies	Number of Teachers	Per cent (N=50)
1 - 2	19	38.0
3 - 5	16	32.0
6 - 15	15	30.0

Number of Full-Time Grade 5 and Grade 6 Social Studies Teachers in the Respondent's School

As can be seen from Table V.3, the majority of Grade 5 and 6 social studies teachers (70 per cent) have colleagues with whom they can communicate daily regarding the implementation (use) of the "Social and Environmental Studies (Grades 5-6)" guide. This variable (number of Grade 5 and 6 social studies teachers in the school) is also analyzed in relation to teachers' reported LoU in the section dealing with breakouts.

TABLE V.3

TOTAL NUMBER OF FULL-TIME GRADE 5 AND GRADE 6
SOCIAL STUDIES TEACHERS (INCLUDING RESPONDENT)[a] IN SCHOOL

Total No. of Grade 5 and Grade 6 Teachers[b] in the School	Number of Teachers	Per cent (N=50)
1	15	30.0
2	25	50.0
3 - 5	10	20.0

[a] It was assumed that the respondent included herself/himself in the total, although the question did not explicitly instruct teachers to include themselves in the tally.

[b] Including Grade 5 and Grade 6 teachers with double (split) grades

Knowledge of the "Social and Environmental Studies (Grades 5-6)" Guide

Awareness of Guide and Sources of Information

All 50 Grade 5 and 6 social studies teachers who participated in this study reported being aware of the guide's existence before the survey. Table V.4 provides a breakdown of the initial information sources regarding the guide for the 50 respondents. While the principal was most frequently cited as a major source of information, the high "no response" rate suggests that many respondents simply could not recall the requested details of the guide's introduction to them.

In addition to the sources listed in Table V.4, additional sources of information were reported by some teachers. These included "distribution to every classroom/found in classroom or school" (7 teachers), "knew the guide existed and asked for a copy" (4 teachers), "picked up copy when guide was first issued" (1 teacher), and "copies handed out at staff meeting" (1 teacher).

TABLE V.4

SOURCES OF INFORMATION REGARDING THE EXISTENCE OF THE "SOCIAL AND ENVIRONMENTAL STUDIES (GRADES 5-6)" GUIDE AS REPORTED BY GRADE 5 AND GRADE 6 SOCIAL STUDIES TEACHERS

Source of Information	Percentage of Teachers (N=50) Indicating Source		
	Yes[a]	No	No Response
1. Principal	42.0	20.0	38.0
2. In-service	36.0	32.0	32.0
3. Another teacher	34.0	22.0	44.0
4. Social Studies Department Staff	12.0	34.0	54.0

[a] Teachers could check more than one information source, as appropriate; thus, column values do not total 100 per cent.

Reading of the "Social and Environmental Studies (Grades 5-6)" Guide

As can be seen in Table V.5, almost all the teachers surveyed stated that they had read the general sections of the guide which are applicable to both Grade 5 and 6 teachers.

Some sections of the guide, however, are applicable to Grade 5 or to Grade 6 only. Responses by each group of teachers regarding the applicable sections are summarized and presented below.

(a) Sections read by Grade 5 social studies teachers. This section of the questionnaire required a response from Grade 5 teachers only (N=18). Table V.6 shows that, as might be expected, considerable attention appears to have been given to the three "core" sections. However, one might wonder why the percentage is so low for "China" in June. Of the two optional sections, "A Medieval Community" received as much attention as "Ontario", a "core" section; "Africa" received the least.

TABLE V.5

PERCENTAGE OF GRADE 5 AND GRADE 6 SOCIAL STUDIES TEACHERS WHO HAD READ THE DIFFERENT GENERAL SECTIONS OF THE "SOCIAL AND ENVIRONMENTAL STUDIES (GRADES 5-6)" GUIDE (RANKED BY PERCENTAGE)

General Sections	Percentage of Teachers (N=50) Having Read Sections		
	Yes	No	No Response
1. The Program	92.0	4.0	4.0
2. General Appendices	92.0	4.0	4.0
3. Resources	90.0	4.0	6.0
4. Course Objectives	86.0	12.0	2.0
5. Statement of Purpose	82.0	12.0	6.0

TABLE V.6

PERCENTAGE OF GRADE 5 SOCIAL STUDIES TEACHERS WHO HAD READ THE APPLICABLE SECTIONS OF THE "SOCIAL AND ENVIRONMENTAL STUDIES (GRADES 5-6)" GUIDE (RANKED BY PERCENTAGE)

Grade 5 Sections	Percentage of Teachers (N=18) Having Read Sections		
	Yes	No	No Response
1. Ontario	83.3[a]	16.7	--
2. A Medieval Community	83.3	16.7	--
3. Japan	77.8[a]	16.7	5.5
4. China	61.1[a]	33.3	5.5
5. Africa	38.8	33.3	27.8

[a] "Ontario", "Japan", and "China" are "core" sections at the Grade 5 level (i.e., they must be taught).

Additional Grade 5 optional topics may also be selected by teachers, who, with the principal's approval, are permitted to substitute their own optional topics, which are consistent with the Grade 5 program. The following were listed, each by one teacher only, as additional optional topics taught: Holland; map and globe skills (resource kits and atlas available at school); European countries (Scandinavia); different annual topics, depending upon current cultural and historical events; any suitable, relevant Grade 6 topics; election information coinciding with current elections; and Egypt.

(b) Sections read by Grade 6 social studies teachers. Again, it should be noted that Grade 6 teachers only (N=32) were requested to respond to this section of the questionnaire. Table V.7 reveals that all three "core" sections were read by high percentages of teachers in the sample. It is interesting to note, however, that the section on "Mexico", an optional section, was also among the most popular sections.

As with Grade 5 teachers, Grade 6 teachers (also with the approval of the principal) are permitted to teach optional topics. Those listed by Grade 6 social studies teachers (usually by only one teacher, but not more than three) were as follows: Egypt; world geography; Canadian geography; Canadian art; endangered species; map skills (road maps); Canadian government (today); the future (integrated approach); Heritage Week; bicentennial activities; winter olympics; Central America; famous Canadians, incorporated with values education; Australia; some Canadian history; civics (elections, leadership campaign); newspaper unit; and a three-year rotation of subjects in the guide.

TABLE V.7

PERCENTAGE OF GRADE 6 SOCIAL STUDIES TEACHERS WHO HAD READ THE APPLICABLE SECTIONS OF THE "SOCIAL AND ENVIRONMENTAL STUDIES (GRADES 5-6)" GUIDE (RANKED BY PERCENTAGE)

Grade 6 Sections	Percentage of Teachers (N=32) Having Read Sections		
	Yes	No	No Response
1. Portraits of Our People (Famous Canadians)	93.7[a]	6.2	--
2. The City	93.7[a]	6.2	--
3. Mexico	84.4	9.4	6.2
4. The West Indies	81.2[a]	12.5	6.2
5. Natural Resources: Unlimited Wealth?	50.0	34.4	15.6
6. Multiculturalism	46.9	21.9	31.2

[a] "Portraits of Our People", "The City", and "The West Indies" are "core" sections at the Grade 6 level (i.e., they must be taught).

Levels-of-Use[1] of the "Social and Environmental Studies (Grades 5-6)" Guide

Total Group: General Dimensions

A major purpose of the study was to determine the levels-of-use (LoU) for each of the six dimensions of the "Social and Environmental Studies (Grades 5-6)" guide. Rather than being presented with a definition for each dimension for response, however, teachers were provided with several sub-dimensions (designed to define each dimension) and were asked to respond to all sub-dimensions on the same 5-point LoU scale.

Table V.8 lists the six dimensions, indicates the number of sub-dimensions comprising each, and presents the general means obtained by averaging responses to all sub-dimensions related to each particular dimension.

It may be seen that, although teachers reported the lowest LoU for the methodology and resources dimensions, implementation of even these two dimensions is occurring at an effective level (3.86). It should be noted also that the highest mean LoU was for content, a concrete dimension. The specific sub-dimensions that appear to be most problematic for teachers will become clear through inspection of data presented in the following section of this report. In addition, comments made by several teachers who completed the "Comments or Problems, if Any, in Deciding Your Level-of-Use" column beside each of the 45 sub-dimensions (in Part III of the questionnaire) may be of some use for this purpose. These comments were summarized and are available in a separate document on file in the Research Centre.

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[1] Levels-of-Use (see Appendix D2 for specific definitions):

1. Non Use
2. Initial Use
3. Mechanical Use
4. Effective Use
5. Innovative and Creative Use

TABLE V.8

GRADE 5 AND GRADE 6 TEACHERS' MEAN LEVEL-OF-USE (LoU) FOR EACH DIMENSION OF THE "SOCIAL AND ENVIRONMENTAL STUDIES (GRADES 5-6)" GUIDE

Dimension (Number of Sub-Dimensions)	Mean Level-of-Use (1 - 5)[a]
1. Rationale and Aims (4)	3.91
2. Objectives (6)	4.00
3. Content (5)	4.04
4. Methodology (18)	3.86
5. Resources (6)	3.86
6. Student Evaluation (6)	3.98

[a] Teachers' mean level-of-use was calculated by averaging all the means (weighted because of slight variation in number of responses) of all sub-dimensions within a particular dimension. The levels-of-use are based on a 5-point scale from which the means were calculated.

Total Group: Sub-Dimensions

Responses of the total group of Grade 5 and Grade 6 teachers for each sub-dimension within each general dimension are summarized in Table V.9. While major attention will be directed toward the means, some focus on the percentages of teachers responding within each LoU also yields some interesting findings.

(a) Rationale and aims. It may be noted that teachers indicate a lower level of awareness of the guide's overall rationale and aims (sub-dimension A) than they do for the integration, adaptation, and sequencing of the social studies program (sub-dimensions B, C, and D).

(b) Objectives. Of all six sub-dimensions related to objectives, the one reported at the lowest level has to do with the selection of specific and appropriate objectives for each lesson (sub-dimension C). As might be

TABLE V.9

GRADE 5 AND GRADE 6 TEACHERS' LEVELS-OF-USE (LoU) FOR SUB-DIMENSIONS OF THE "SOCIAL AND ENVIRONMENTAL STUDIES (GRADES 5-6)" GUIDE ACCORDING TO SELF-REPORT QUESTIONNAIRE RESPONSES

		Levels-of-Use (LoU) (Per cent of Teachers)						Mean LoU for Teachers Who Responded	
	Sub-Dimensions	NON USE (1)	INITIAL USE (2)	MECHANICAL USE (3)	EFFECTIVE USE (4)	INNOVATIVE & CREATIVE USE (5)	NO RESPONSE	Sub-Dimension	Dimension
Dimension: RATIONALE AND AIMS	A. The teacher is aware of the overall rationale and aims of the "Social and Environmental Studies" program.	2.0	14.0	22.0	32.0	28.0	2.0	3.71	3.91
	B. The teacher integrates Social Studies into other parts of the curriculum where applicable.	4.0	6.0	18.0	24.0	48.0	--	4.06	
	C. The teacher adapts the aims of the Social Studies program to meet the needs of the class and individual students.	2.0	12.0	12.0	38.0	34.0	2.0	3.92	
	D. The teacher organizes a progressive sequence to the units appropriate to the child's expanding horizon.	2.0	6.0	20.0	34.0	34.0	4.0	3.96	
Dimension: OBJECTIVES	A. The teacher is aware of the specific knowledge, skills, and attitudinal objectives of the Social Studies program.	--	8.0	16.0	44.0	30.0	2.0	3.98	4.00
	B. The teacher uses appropriate teaching methods to develop communication, mapping, and group work skills.	--	4.0	18.0	38.0	40.0	--	4.14	
	C. The teacher selects specific and appropriate objectives for each lesson.	--	12.0	20.0	46.0	18.0	4.0	3.73	
	D. The teacher is conscious of and develops a sequence of activities to achieve long-range objectives.	2.0	10.0	20.0	38.0	28.0	2.0	3.82	
	E. The teacher provides a balance involving the mastery of basic objectives, with opportunities for creativity and enrichment.	4.0	8.0	18.0	30.0	36.0	4.0	3.90	
	F. The teacher is aware that the Social Studies program should be an interesting and enjoyable one for the students.	2.0	--	12.0	22.0	62.0	2.0	4.45	
Dimension: CONTENT	A. The teacher selects core units from the guideline as a minimum part of the curriculum.	--	4.0	20.0	40.0	34.0	2.0	4.06	4.04
	B. The teacher uses content to develop appropriate skills and attitudes.	--	--	18.0	46.0	34.0	2.0	4.16	
	C. The teacher uses factual knowledge as a means to develop concepts and understanding.	--	4.0	24.0	42.0	28.0	2.0	3.96	
	D. The teacher, where appropriate, relates the content of the program to the students' experiences and/or to real life situations.	--	4.0	14.0	20.0	62.0	--	4.40	
	E. The teacher uses current events as a vehicle for achieving some of the program's objectives.	2.0	14.0	26.0	32.0	24.0	2.0	3.63	

TABLE V.9 (Continued)

		Levels-of-Use (LoU) (Per cent of Teachers)						Mean LoU for Teachers Who Responded	
	Sub-Dimension	NON USE (1)	INITIAL USE (2)	MECHANICAL USE (3)	EFFECTIVE USE (4)	INNOVATIVE & CREATIVE USE (5)	NO RESPONSE	Sub-Dimension	Dimension
Dimension: METHODOLOGY	A. The teacher plans each unit and lesson to integrate objectives, resources, and student activities.	--	8.0	16.0	42.0	28.0	6.0	3.96	3.86
	B. The teacher provides precise instructions for student activities.	2.0	--	20.0	54.0	20.0	4.0	3.94	
	C. The teacher provides a desirable balance between teacher-centered and independent student activities.	2.0	4.0	22.0	40.0	26.0	6.0	3.89	
	D. The teacher provides regular opportunities for students to read appropriate materials.	2.0	2.0	16.0	34.0	42.0	4.0	4.17	
	E. Students develop appropriate writing and note-making skills in their own words.	--	8.0	12.0	48.0	30.0	2.0	4.02	
	F. Students have regular opportunities to discuss, listen, and make oral presentations.	--	8.0	12.0	36.0	42.0	2.0	4.14	
	G. Students are developing appropriate map-making skills, including the use of a title, labelling, a legend, and colouring.	--	8.0	16.0	46.0	30.0	--	3.98	
	H. Student have opportunities to develop skills such as: CHARTS	--	16.0	22.0	30.0	28.0	4.0	3.73	
	I. GRAPHS	--	20.0	24.0	34.0	18.0	4.0	3.52	
	J. DIAGRAMS	--	12.0	14.0	42.0	28.0	4.0	3.90	
	K. OTHER VISUAL MATERIALS	6.0	14.0	20.0	34.0	24.0	2.0	3.57	
	L. Students have opportunities for individual research appropriate to their learning level.	--	6.0	12.0	30.0	50.0	2.0	4.27	
	M. Students have opportunities to work in small groups.	8.0	6.0	16.0	32.0	36.0	2.0	3.84	
	N. Students, with teacher supervision or direction, have opportunities individually or in groups to produce appropriate materials.	2.0	18.0	14.0	38.0	26.0	2.0	3.69	
	O. Students are provided with opportunities to participate in varied activities (e.g. debates, panels, role-playing, interviews, simulation games, model-making, making film strips, making video tapes, etc.).	6.0	24.0	26.0	28.0	14.0	2.0	3.20	
	P. The teacher integrates Social Studies activities into other areas of the curriculum, where possible.	2.0	12.0	16.0	30.0	38.0	2.0	3.92	
	Q. Students have opportunities to examine value questions or issues, and to express their opinions along with supporting reasons.	--	16.0	14.0	36.0	32.0	2.0	3.86	
	R. The teacher provides an appropriate sequence of activities to achieve the overall aims of the program.	--	4.0	16.0	58.0	18.0	4.0	3.94	

TABLE V.9 (Continued)

		Levels-of-Use (LoU) (Per cent of Teachers)						Mean LoU for Teachers Who Responded	
	Sub-Dimensions	NON USE (1)	INITIAL USE (2)	MECHANICAL USE (3)	EFFECTIVE USE (4)	INNOVATIVE & CREATIVE USE (5)	NO RESPONSE	Sub-Dimension	Dimension
Dimension: RESOURCES	A. The teacher is aware of appropriate resources for particular units and lessons.	--	12.0	12.0	42.0	32.0	2.0	3.96	3.86
	B. Students have access to and use appropriate texts and reference books.	6.0	12.0	10.0	52.0	18.0	2.0	3.65	
	C. Students have access to and use appropriate supplementary books.	6.0	10.0	20.0	36.0	26.0	2.0	3.67	
	D. Students have access to and use appropriate audio-visual resources (pictures, film strips, cassettes, film, video cassettes).	4.0	12.0	12.0	42.0	28.0	2.0	3.80	
	E. Students have frequent opportunity to use varied resources in the library, with teacher's or librarian's supervision, as needed.	--	10.0	16.0	44.0	28.0	2.0	3.92	
	F. Students have opportunities to bring in other resources, including those from the home and family, community, newspapers and magazines, and verticle file.	--	2.0	18.0	40.0	38.0	2.0	4.16	
Dimension: STUDENT EVALUATION	A. Evaluation is related to the overall objectives of the program, (i.e., it evaluates skills, as well as knowledge).	--	2.0	20.0	52.0	20.0	6.0	3.96	3.98
	B. Students are given clear and precise instruction before any task which is to be evaluated.	--	2.0	12.0	52.0	32.0	2.0	4.16	
	C. Evaluation is based on the daily activities of the student (e.g., written assignments, oral presentations, group activities, writen and oral reports, notebook, written tests).	2.0	2.0	6.0	44.0	42.0	4.0	4.27	
	D. The teacher is interested in diagnostic evaluation (e.g., tests, assignments of daily activities) along with summative evaluation (final marks given for term tests and term assignments).	8.0	12.0	12.0	36.0	30.0	2.0	3.69	
	E. Evaluation is seen by teacher and student as an educational and diagnostic experience, rather than merely an evaluative and critical experience.	2.0	10.0	20.0	44.0	20.0	4.0	3.73	
	F. The teacher uses information from the students' performance to modify the curriculum to meet individual student needs.	2.0	4.0	12.0	46.0	32.0	4.0	4.06	

expected, then, this is the dimension with the lowest percentage of teachers (18 percent) placing themselves at LoU 5 (innovative and creative use). Conversely, sub-dimension F (awareness that the social studies program should be interesting and enjoyable for students) is reported at a very high level, with nearly two-thirds of the teachers placing themselves at LoU 5.

(c) Content. Most notable about this dimension is that the use of current events (sub-dimension E) is at the lowest LoU. However, the relating of content to students' experiences and/or to real life situations (sub-dimension D) is reported at the highest level.

(d) Methodology. On this dimension, teachers' lowest LoU (comparatively) are reported in sub-dimensions dealing with the provision of opportunities for students to develop skills in using charts (H), graphs (I), and other visual materials (K); to produce appropriate materials (N); and to participate in varied activities--e.g., debates, panels, role playing, etc. (O). In fact, on these sub-dimensions, many teachers (14-24 per cent) report at LoU 2 (initial level), and many (14-26 per cent) report at LoU 3 (mechanical level). Teachers' highest LoU are reported in sub-dimensions D, F, and L, which involve providing opportunities for students to read appropriate materials; to discuss, listen, and present orally; and to do individual research appropriate to their learning level.

(e) Resources. Regarding the resources dimension, the tendency is for teachers to report using appropriate texts, references, and supplementary books (sub-dimensions B and C) at the marginally effective (3.65 and 3.67) level (i.e., to achieve the long-term objectives of the program), but not to modify them to meet particular class and individual student needs (LoU 5). However, teachers appear to be farthest along the continuum toward innovative and creative use (LoU 5) on sub-dimension F (giving students opportunities to bring in other resources).

(f) Student evaluation. According to self-reports concerning this dimension, teachers' LoU are lowest on interest in diagnostic, as well as summative, evaluation techniques (sub-dimension D) and on the view that student evaluation is an educational and diagnostic experience, rather than merely an evaluative and critical experience (sub-dimension E). Highest LoU, on the other hand, are reported for sub-dimension C (evaluation based on daily activities of the student).

A final inspection of Table V.9 reveals that there are only five of the 45 sub-dimensions with under 80 per cent of the teachers at LoU 3 or greater. All five have been highlighted above, four within the methodology dimension (sub-dimensions I, K, N, and O) and the other within the student evaluation dimension (sub-dimension D). On the other hand, three of the 45 sub-dimensions have at least half of the teachers at LoU 5. Again, all three have been highlighted above (sub-dimension F, objectives dimension; sub-dimension D, content dimension; and sub-dimension L, methodology dimension).

Breakouts on Selected Variables

Grade 5 and Grade 6 teachers' mean LoU of the guide's 45 sub-dimensions were further examined by testing for significant differences in LoU on the following five variables:

School Variables:

(a) School type (JK-6 and JK-8).

(b) Program assistance (PA = receiving program assistance and NPA = not receiving program assistance).

Teacher Variables:

(c) Total years of teaching (3-12, 13-16, and 17 and over).

(d) Number of years of teaching Grade 5 or Grade 6 social studies (1-2, 3-5, and 6-15).

(e) Number of full-time Grade 5 and Grade 6 social studies teachers, including respondent teacher, in the school (1, 2, and 3-5).

The intervals for the teacher variables (c, d, and e) were determined after an initial run which provided the descriptive data presented in the "Background Information" section of this chapter.

Appropriate tests of significance (chi square, and t-test or analysis of variance) were applied to the LoU data for each of the 45 sub-dimensions on breakouts for each of the key school and teacher variables (i.e., to a total of 225 sets of data).

Results of these statistical tests are as follows:

(a) There was no significant difference, for any of the 45 sub-dimensions, on the breakout by type of school.

(b) There was no significant difference, for any of the 45 sub-dimensions, on the breakout related to whether or not the teacher was in a program assisted school.

(c) On the breakout by total years of teaching experience, there was a significant difference on only one of the 45 sub-dimensions (the teacher organizes a progressive sequence to the units appropriate to the child's expanding horizon--sub-dimension D of the rationale and aims dimension). On this sub-dimension, teachers with 13-16 years of teaching experience reported much lower LoU than teachers with 3-12 or with over 17 years of experience.

(d) On the breakout by years of teaching Grade 5 or Grade 6 social studies, there were two significant differences on the 45 sub-dimensions, both within the content dimension (the teacher selects core units from the guideline as a minimum part of the curriculum--sub-dimension A; the teacher uses current events as a vehicle for achieving some of the program's objectives--sub-dimension E). On both sub-dimensions, the 1-2 year group reported by far the lowest LoU.

(e) There was no significant difference, for any of the 45 sub-dimensions, on the breakout by number of Grade 5 and Grade 6 social studies teachers in the respondent's school.

Further examination of the means revealed few noteworthy trends or patterns. One exception was on the breakout for years of teaching Grade 5 or Grade 6 social studies; teachers with 1-2 years of such experience almost invariably reported the lowest LoU within the rationale and aims, objectives, content, resources, and student evaluation dimensions. (For the interested reader, a supplementary document with data on all the breakouts is on file in the Research Centre.)

In summary, in view of the fact that statistical tests yielded only three significant differences for a total of 225 tests and that few trends were evident in the data, it may be concluded safely that Grade 5 and 6 teachers' levels of implementation of the "Social and Environmental Studies (Grades 5-6)" guide are not significantly affected by any of the school or teacher variables selected for study. However, further consideration of the effect of number of years of teaching social studies is justified.

Factors Affecting Implementation of the "Social and Environmental Studies (Grades 5-6)" Guide

Grade 5 and Grade 6 teachers were asked to indicate the degree to which they had experienced each of a list of factors as a barrier to implementation of the guide. Table V.10 presents the results of the teachers' ratings. The following findings emerged from inspection of the data:

(a) Factors 10 and 11 (unclear implementation procedures; and insufficient two-way communication between teachers and principal) were not perceived as barriers to implementation of the "Social and Environmental Studies (Grades 5-6)" guide by at least two-thirds of the Grade 5 and 6 social studies teachers.

(b) The first four factors listed on the table (insufficient time for reading and internalizing the guide; insufficient materials/equipment; insufficient time for teachers to communicate and learn from each other; and work overload due to multiple guidelines) have created the largest barriers to the effective implementation of the guide. At least 24 per cent of the Grade 5 and 6 teachers feel each is a great barrier. In addition, over half of the respondents saw factor 7 (other priorities in the school interfering with curriculum implementation) as at least a partial barrier.

While a space was provided for a listing of "other" barriers, all comments made referred generally to those barriers already listed.

TABLE V.10

GRADE 5 AND GRADE 6 TEACHERS' RATINGS OF THE EFFECTS OF SPECIFIED FACTORS ON THEIR ABILITY TO IMPLEMENT THE "SOCIAL AND ENVIRONMENTAL STUDIES (GRADES 5-6)" GUIDE (RANKED BY PERCENTAGE RESPONSE TO "BARRIER TO A GREAT DEAL")

Factors	Percentage of Teachers (N=50) Rating Factor As:				
	Not a Barrier	Somewhat of a Barrier	Barrier to a Great Deal	Don't Know	No Response
1. There is insufficient time for reading and internalizing the guide.	22.0	48.0	30.0	--	--
2. There are insufficient materials/equipment.	30.0	40.0	30.0	--	--
3. Teachers have insufficient opportunities to communicate and learn from each other.	32.0	36.0	26.0	2.0	4.0
4. Multiple guidelines create work overload.	36.0	34.0	24.0	4.0	2.0
5. There is insufficient communication and implementation planning among teachers, the principal, and social studies department staff.	40.0	36.0	12.0	8.0	4.0
6. There is a lack of effective in-service training/workshops for teachers.	50.0	36.0	12.0	--	2.0
7. Some other priorities in the school interfere with curriculum implementation.	44.0	46.0	10.0	--	--
8. The "Social and Environmental Studies" guide is outdated.	54.0	32.0	10.0	4.0	--
9. There is insufficient availability of resourse personnel (e.g., subject specialists, remediation staff).	64.0	26.0	6.0	4.0	--
10. Procedures for implementation of the guide are unclear.	78.0	16.0	4.0	--	2.0
11. There is insufficient two-way communication between teachers and principal.	72.0	14.0	2.0	8.0	4.0
12. Implementation is affected by other teachers who experience some degree of conflict between their own teaching philosophy and the guides' rationale.	62.0	16.0	2.0	18.0	2.0

Comments Made by Grade 5 and Grade 6 Social Studies Teachers

Grade 5 and Grade 6 social studies teachers involved in the survey were asked, in the last section of the questionniare, to make comments regarding three topics: the principal's role in curriculum implementation, the "Social and Environmental Studies (Grades 5-6)" guide, and the self-report questionnaire to which they were responding. The comments are summarized in the following sections. (The numbers in brackets indicate how many teachers, of the 50 respondents, made a comment on a particular issue.)

The Principal's Role in Curriculum Implementation

The teachers perceive the role of the principal in effective curriculum implementation as that of facilitator/co-ordinator. Specifically, they look toward principals as being responsible for providing adequate funding for texts, materials, kits, excursions, and resource personnel (31). Furthermore, they expect to be assured of sufficient time in their schedules for teacher in-service and planning sessions (16); they also hope that they will be given support for the use of the guide, as well as direct assistance in setting up the program and implementing it (13). Likewise, teachers want the principals to hold, and convey to all, certain philosophical concepts: that social studies is for developing skills; that innovation is allowed; that special projects, especially activity programs, are important; and that social studies should be integrated with other subjects (3).

The "Social and Environmental Studies (Grades 5-6)" Guide

Many teachers (16) appreciate the guide as a valuable resource in which activities are well explained and suited to the students' needs; positive comments also centred around the fact that the strategies in the guide are purposeful and linked closely to the skills, knowledge, and values to be taught; as well, it is perceived to have a well defined philosophical direction and set of learning objectives. On the other hand, a few teachers (4) commented on its limited use: the difficulty of some concepts for Grade 6 students, the problem of covering so much in the teaching time available, and the difficulty of assessing student development in research skills, note making, and discussion of values issues.

On the question of better implementation of the guide, many teachers (17) reinforced the need for more dialogue with centrally employed subject specialists, for greater availability of resource materials, for time to view resources and plan the program, and for a learning centre for displays of the best achievements in social studies. A few (11) also suggested that the guide should include sample tests for each unit, integrated units to help develop more innovative techniques, overall approaches on how to use facts to teach concepts, activity booklets, and more appendices. With respect to additional desirable units, some teachers (5) listed "the future", "multicultural issues", "Central America", "current issues", and "physical geography". Finally, a number of teachers (6), in stressing the need for an activity centre, suggested that community resources and personnel could be made available through this medium.

Some reactions were given also to a question regarding revisions to the guide. Several teachers (18) suggested more Canadian content, updated materials (e.g., movies, maps, resources information sheets, Ontario section, Mexico, and the West Indies), and combining the sections on China and Japan. Furthermore, some (7) wanted an improved bibliography, units integrated more with reading and language, and more resources as part of the guide that could, therefore, be used immediately.

The Self-Report Questionnaire

Responding to the questionnaire appears to have been a positive experience in general for those teachers (18) who described the questionnaire as very good, easy to follow, and covering many areas of the curriculum and its implementation. On the other hand, some (7) saw it as hard to understand, repetitious, and too general, with many items "over-laboured"; also, the perception that some "levels" were not represented appropriately and that the dimensions chart was hard to interpret (e.g., the concept of "use" related to abstract dimensions of a guide) led to a questioning of the reliability of the questionnaire data.

Suggestions for revising the questionnaire were that it should include a question regarding the likes and dislikes of particular units and that more examples should be given to ensure common interpretation of "levels-of-use" and "dimensions".

Grade 5 and Grade 6 Social Studies Teacher Follow-up Interviews: Concurrent Validity Check of the Self-Report Questionnaire Format

Five Grade 5 or Grade 6 social studies teachers were randomly selected from those who had completed the self-report questionnaire for a validity check through interviews. The focus during the interview was on the process the teachers had used as they decided on levels-of-use for the guide's 45 different sub-dimensions.

The analysis involved contrasting the results of the teacher interview responses with the same teachers' LoU placements on the questionnaire which had been completed earlier and independently. The hypothesis is that close correspondence between the two sets of data provides evidence of concurrent validity of the two data-collecting procedures. To facilitate interpretation, data for the 45 sub-dimensions are presented in groups related to the six general dimensions (Table V.11).

Comparison of the sets of data from the two different contexts reveals the following:

(a) Within the rationale and aims dimension, there was some change within 11 of the 20 cells (4 sub-dimensions x 5 teachers). Three of these changes were in a positive direction and eight in a negative direction from self-report to interview. On balance, therefore, the arithmetic change was toward slightly lower ratings during the interviews, although one teacher (#3) was the source of most of this negative direction. (However, a direct difference t-test for two related samples on data for each of the four sub-dimensions revealed no significant difference in the change.)

(b) Within the objectives dimension, there was some change in 10 of the 30 cells (five positive and five negative). On balance, the arithmetic change was almost zero. (There was no statistically significant change in any sub-dimension.)

(c) Within the content dimension, there was some change in 10 of the 25 cells (five positive and five negative). While, on balance, the arithmetic change was almost zero, there was considerable positive deviation in sub-dimension A and negative deviation in sub-dimension E. (In fact, the statistical test revealed that the change in sub-dimension E was significant.)

TABLE V.11

GRADE 5 AND GRADE 6 TEACHERS' LEVELS-OF-USE (LoU) OF THE "SOCIAL AND ENVIRONMENTAL STUDIES (GRADES 5-6)" GUIDE: COMPARISON OF SELF-REPORT QUESTIONNAIRE AND FOLLOW-UP INTERVIEW RATINGS (JUNE, 1984)

		Teacher #1		Teacher #2		Teacher #3		Teacher #4		Teacher #5		Arithmetic Change (for each sub-dimension)
	Sub-Dimensions	Q[a]	I[b]	Q	I	Q	I	Q	I	Q	I	
Dimension: RATIONALE AND AIMS	A. The teacher is aware of the overall rationale and aims of the "Social and Environmental Studies" program.	4	3	3	3	5	5	5	4	4	4	-2
	B. The teacher integrates Social Studies with other parts of the curriculum where applicable.	5	5	4	4	4	3	4	5	4	4	0
	C. The teacher adapts the aims of the Social Studies program to meet the needs of the class and individual students.	4	5	3	2	5	4	5	4	4	4	-2
	D. The teacher organizes a progressive sequence to the units appropriate to the child's expanding horizon.	5	4	3	4	5	3[c]	3	3	4	4	-2
	Arithmetic Change (for each teacher)	-1		0		-4		-1		0		-6
Dimension: OBJECTIVES	A. The teacher is aware of the specific knowledge, skills, and attitudinal objectives of the Social Studies program.	4	4	3	2	5	5	4	5	4	4	0
	B. The teacher used appropriate teaching methods to develop communication, mapping, and group work skills.	5	4	2	2	5	5	5	4	4	4	-2
	C. The teacher selects specific and appropriate objectives for each lesson.	4	4	3	3	3	3	4	5	4	4	+1
	D. The teacher is conscious of and develops a sequence of activities to achieve long-range objectives.	4	5	3	3	5	5	5	3[c]	2	3	0
	E. The teacher provides a balance involving the mastery of basic objectives, with opportunities for creativity and enrichment.	5	5	3	3	5	5	4	5	4	4	+1
	F. The teacher is aware that the Social Studies program should be an interesting and enjoyable experience for the students.	5	5	4	3	5	5	5	5	4	4	-1
	Arithmetic Change (for each teacher)	0		-2		0		0		+1		-1
Dimension: CONTENT	A. The teacher selects core units from the guideline as a minimum part of the curiculum.	3	4	3	4	5	5	5	5	2	4[c]	+4
	B. The teacher uses content to develop appropriate skills and attitudes.	4	4	3	3	5	5	4	4	4	4	0
	C. The teacher uses factual knowledge as a means to develop concepts and understanding.	3	3	4	4	5	5	4	5	4	4	+1
	D. The teacher, where appropriate, relates the content of the program to the students' experiences and/or to real life situations.	5	5	3	4	4	4	5	4	4	4	0
	E. The teacher uses current events as a vehicle for achieving some of the program's objectives.	4	3	4	3	3	2	5	4	2	2	-4*
	Arithmetic Change (for each teacher)	0		+1		-1		-1		+2		+1

TABLE V.11 (Continued)

	Sub-Dimensions	Teacher #1		Teacher #2		Teacher #3		Teacher #4		Teacher #5		Arithmetic Change (f each sub-dimension
		Q[a]	I[b]	Q	I	Q	I	Q	I	Q	I	
Dimension: METHODOLOGY	A. The teacher plans each unit and lesson to integrate objectives, resources, and student activities.	4	4	2	3	5	5	4	5	4	4	+2
	B. The teacher provides precise instructions for student activities.	4	5	3	3	5	5	4	4	4	4	+1
	C. The teacher provides a desirable balance between teacher-centered and independent student activities.	5	4	3	3	5	5	NA	5[d]	5	4	-2
	D. The teacher provides regular opportunities for students to read appropriate materials.	5	5	4	3	5	5	5	5	4	4	-1
	E. Students develop appropriate writing and note-making skills in their own words.	4	4	2	2	5	5	4	3	4	2[c]	-3
	F. Students have regular opportunities to discuss, listen, and make oral presentations.	5	5	2	2	5	5	5	5	5	4	-1
	G. Students are developing appropriate map-making skills, including the use of a title, labelling, a legend, and colouring.	4	5	2	2	5	5	4	5	2	2	+2
	H. Students have opportunities to develop skills such as: CHARTS	4	4	2	2	5	5	3	4	4	3	0
	I. GRAPHS	4	4	2	2	2	4[c]	3	3	4	3	+1
	J. DIAGRAMS	5	5	2	2	4	5	4	4	2	3	+2
	K. OTHER VISUAL MATERIALS	5	5	2	2	5	5	5	5	2	3	+1
	L. Students have opportunities for individual research appropriate to their learning level.	5	5	4	3	5	5	5	5	4	4	-1
	M. Students have opportunities to work in small groups.	4	4	2	2	5	5	4	5	4	4	+1
	N. Students, with teacher supervision or direction, have opportunities individually or in groups to produce appropriate materials.	3	4	2	3	5	4	5	5	4	4	+1
	O. Students are provided with opportunities to participate in varied activities (e.g., debates, panels, role-playing, interviews, simulation games, model-making, making film strips, making video tapes, etc.).	3	4	2	2	3	3	3	4	4	4	+2
	P. The teacher integrates Social Studies activities into other areas of the curriculum, where possible.	5	5	3	4	2	3	5	5	4	4	+2
	Q. Students have opportunities to examine value questions or issues, and to express their opinions along with supporting reasons.	2	3	2	3	2	3	4	4	4	4	+3
	R. The teacher provides an appropriate sequence of activities to achieve the overall aims of the program.	4	4	NA	2[d]	5	5	4	4	4	4	0
	Arithmetic Change (for each teacher)	**+4**		**+2**		**+4**		**+4**		**-4**		**+10**

TABLE V.11 (Continued)

	Sub-Dimensions	Teacher #1		Teacher #2		Teacher #3		Teacher #4		Teacher #5		Arithmetic Change (for each sub-dimension)
		Q[a]	I[b]	Q	I	Q	I	Q	I	Q	I	
Dimension: RESOURCES	A. The teacher is aware of appropriate resources for particular units and lessons.	5	4	3	4	5	5	4	4	4	4	0
	B. Students have access to and use appropriate texts and reference books.	4	4	3	3	5	4	2	3	4	2[c]	-2
	C. Students have access to and use appropriate supplementary books.	5	5	3	3	5	4	3	3	2	2	-1
	D. Students have access to and use appropriate audio-visual resources (pictures, film strips, cassettes, film, video cassettes).	4	4	3	2	5	4	5	5	2	2	-2
	E. Students have frequent opportunity to use varied resources in the library, with teacher's or librarian's supervision, as needed.	4	5	4	4	5	5	4	3	4	4	0
	F. Students have opportunities to bring in other resources, including those from the home and family, community, newspapers and magazines, and vertical file.	5	5	4	4	5	5	4	5	4	4	+1
	Arithmetic Change for each teacher)	0		0		-3		+1		-2		-4
Dimension: STUDENT EVALUATION	A. Evaluation is related to the overall objectives of the program (i.e., it evaluates skills, as well as knowledge).	3	3	4	3	5	5	5	5	4	3	-2
	B. Students are given clear and precise instruction before any task which is to be evaluated.	4	4	4	4	5	5	4	4	4	4	0
	C. Evaluation is based on the daily activities of the student (e.g., written assignments, oral presentations, group activities, written and oral reports, notebook, written tests).	4	4	4	3	5	5	5	5	4	4	-1
	D. The teacher is interested in diagnostic evaluation (e.g., tests, assignments of daily activities) along with summative evaluation (final marks given for term tests and term assignments).	4	5	3	4	2	5[c]	5	5	2	2	+5
	E. Evaluation is seen by teacher and student as an educational and diagnostic experience, rather than merely an evaluative and critical experience.	3	4	4	3	2	3	4	4	4	4	+1
	F. The teacher uses information from the students' performance to modify the curriculum to meet individual student needs.	4	3	NA[d]	4	5	5	5	5	4	3	-2
	Arithmetic Change (for each teacher)	+1		-2		+4		0		-2		+1

[a] Reported independently on questionnaire (LoU: 1-5)

[b] Reported during interview (LoU): 1-5)

[c] Difference of more than one LoU between self-report and interview

[d] No comparison possible

*Difference between two sets of scores significant at .05 level.

(d) Within the methodology dimension, there was some change in 30 of the 88 cells[1] (20 positive and 10 negative). On balance, therefore, the change tended toward slightly more positive ratings during the interviews. (There was no statistically significant change in any sub-dimension.)

(e) Within the resources dimension, there was some change in 11 of the 30 cells (four positive and seven negative). Therefore, on balance, the arithmetic change was toward slightly lower ratings during the interviews, although one teacher (#3) was the source of most of this negative direction. (There was no statistically significant change in any sub-dimension.)

(f) Within the student evaluation dimension, there was some change in 11 of the 29 cells[2] (five positive and six negative). While, on balance, the arithmetic change was almost zero, considerable positive deviation originated with one teacher (#3), particularly on sub-dimension D. (There was no statistically significant change in any sub-dimension.)

In summary, the following are clear from the above:

(1) Of the total of 222 comparisons made, 83 changes in LoU occurred between independent self-report and interview. Most of these (76) varied by only one point on the rating scale.

(2) The changes were as likely to move down (41) as up (42) on the LoU scale.

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[1] Two cells contained no questionnaire responses, so comparisons were not possible for those cells.

[2] One cell contained no questionnaire response, so no comparison was possible for that cell.

(3) The greatest overall change occurred within the rationale and aims dimension (negative: -6/4), and to some degree within the methodology dimension (positive: +10/18) and the resources dimension (negative: -4/6).

(4) The responses of one teacher (#3) contributed most to the overall change within each of several dimensions.

(5) Only one of the 45 sub-dimensions yielded data with a statistically significant change between self-report and interview responses.

While the ideal procedure in establishing concurrent validity is to compute correlation coefficients and then test the significance of the relationships, such was not done with these data. The small number of teachers involved (N=5), as well as the nature of the distributions of responses, made this impractical. Therefore, any conclusions on the validity of the self-report procedure must be based largely on inspection of the descriptive statistics. It will be recalled that this limitation in the research design was emphasized in a previous section of this report. In other words, the data collected were designed simply to point a direction, rather than to lead toward some definitive statement.

In any event, it may be seen that there is a fair degree of correspondence between the sets of data for each sub-dimension. In addition, teacher comments volunteered during the interviews reinforced some of the perceptions reported previously during the survey--that the modified profile chart is an easy to follow, comprehensive instrument for gathering data on LoU, although some negative feelings were expressed over its length and the problem of interpreting some dimensions.

Finally, it is interesting to note that at no time during the interview, or on the questionnaire, did a teacher make a comment that could be interpreted as meaning that he/she had a feeling of being "evaluated" through this project.

VI. SUMMARY, CONCLUSIONS, AND IMPLICATIONS

In September, 1983, the Scarborough Board of Education's Curriculum Implementation Committee (CIC) prepared a discussion paper which included recommendations for research. A proposal for one of the recommendations--related to "levels-of-use" (LoU) of selected curriculum guides--was prepared by the Research Centre, approved by the CIC, and commenced in March, 1984.

A key feature of the research was that it be built upon a "profile chart" concept of curriculum implementation (i.e., using a 5-point LoU scale for each of several dimensions of a guide). This framework, recommended by the CIC, was based on the research of Leithwood and Montgomery (1982), Heck et al. (1981), and Hall et al. (1975).

The current study, therefore, was conducted with the two following general purposes in mind:

(a) To provide information on the current status (LoU) of teachers' implementation of selected curriculum guides.

(b) To assess the appropriateness of the Scarborough profile chart and the validity of using a teacher self-report procedure in assessing levels-of-use (LoU) of curriculum guides.

Information yielded by the study was expected to be useful not only in describing the present status of implementation of certain curriculum guides, but also in examining how guides are read and interpreted by teachers, in identifying barriers to curriculum implementation (with implications for determining resource and in-service needs), and in developing valid survey questions of use eventually in interview and observation approaches to the measurement of levels of curriculum implementation. Another expected benefit was the establishment of baseline data for assessing future change in LoU over time.

Two curriculum guides were selected for study: "The Program and the Six-Year Old" guide and the "Social and Environmental Studies (Grades 5-6)" guide. For each, a self-report questionnaire was designed in co-operation with a team of stakeholders in the Scarborough system. Common to each questionnaire was the request for background information on teacher respondents, for feedback on the reading of the guide, for responses on a "profile chart" which included guide dimensions and LoU, for an indication of factors perceived as barriers to effective implementation, and for comments related to the role of the principal in implementation of the guide, to the guide itself, and to the validity of the questionnaire. On the other hand, it was recognized during the course of development of the questionnaires that use of the generic "profile chart" (Appendix A) was inadequate for capturing essential detailed information unique to the implementation of specific subject guides. Therefore, the translation of the concepts of the chart (i.e., dimensions and LoU) into specifics to which teachers would be asked to respond was handled quite differently by the two groups.

Specifically, while the five original levels-of-use were non use, initial preparation, mechanical use, routine use, and refinement and integration, these descriptors were modified somewhat for use with each guide. (Unique LoU descriptors used on each questionnaire are named in the appropriate following sections.)

Likewise, while the original dimensions of the chart were philosophy, aims and objectives, content, teaching methodology, instructional resources, and evaluation, these were translated in different ways for each questionnaire. For example, for each of the five dimensions used to define "The Program and the Six-Year Old" (Appendix B), several descriptive statements and examples were provided for each LoU, and teachers were asked to place themselves in one of the five defined LoU categories. Conversely, for each of the six dimensions used to define the "Social and Environmental Studies (Grades 5-6)" guide (Appendix C), several descriptive sub-dimensions were listed, and teachers were asked to respond to each sub-dimension on a generally-defined 5-point LoU scale.

Each final questionnaire was then mailed to randomly-selected teachers (52 in Grade 1 and 58 in Grades 5-6) after principals were made aware of all aspects of the study and had granted permission. Return rates were 81 per cent for Grade 1 and 86 per cent for Grades 5-6.

For purposes of validating the self-report questionnaire method of collecting data, a sub-sample of five teachers was selected at random from each of the two samples of those who had returned their questionnaires. Interviews were then conducted, using the same self-report questionnaire form completed previously by the teachers, with a focus on the levels-of-use section of the questionnaire.

Data from each questionnaire were processed largely by computer. However, responses to open-ended questions were summarized manually.

"The Program and the Six-Year Old" Guide

Following is a summary of the findings of the study designed to provide information on the implementation of "The Program and the Six-Year Old" curriculum guide by Grade 1 teachers. Integrated with the specific findings are some related concluding statements. Finally, general conclusions related to the two main purposes of the study are reported, followed by the implications which may be drawn from the findings.

1. The Grade 1 teachers involved in the study tended to be highly experienced; most of them (74 per cent) reported over 10 years

of total teaching experience. In fact, it appears that much of this experience had been gained before the teachers were assigned to teach Grade 1; 62 per cent had five or fewer years of experience in teaching Grade 1.

2. Most Grade 1 teachers (74 per cent) had access to at least one other Grade 1 teacher in their schools. Therefore, a potential mutual support mechanism was in place for purposes of curriculum implementation.
3. In addition to regular teacher certification, over half of the Grade 1 teachers had at least one level of Primary Education certification.
4. Most Grade 1 teachers (90 per cent) were aware of the existence of the guide. In-service and another teacher were the most frequently reported initial information sources.
5. More than half of the Grade 1 teachers (57 percent) had read the guide in its entirety. Of those who had read it selectively, most had focussed their attention on sections related to philosophical considerations, the child, and the learning process of young children.
6. All five dimensions of "The Program and the Six-Year Old" guide had been implemented at level 3 or higher on the LoU scale[1] by the vast majority (usually over 80 per cent) of the Grade 1 teachers.
7. The abstract dimensions (philosophy and aims and objectives) had been implemented at higher levels than the concrete dimensions (teaching methodology, instructional resources, and student evaluation). The

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[1] Levels-of-Use (see Appendix D1 for specific definitions):
1. Non Use
2. Initial Awareness
3. Externalized Use
4. Internalized Use
5. Modified Use

former tended to be at the lower end of the internalized use category (3.5-4.4) and the latter at the higher end of the externalized use category (2.5-3.4).

8. No significant differences in LoU were found when teachers were classified on the basis of two school variables: school type (JK-6 and JK-8) and whether or not a school was receiving "program assistance".
9. No significant differences in LoU were found when teachers were classified on the basis of three teacher variables: total years of teaching (7-10, 11-15, and 16 and over), number of years of teaching Grade 1 (1-2, 3-5, 6-12, and 13 and over), and number of full-time Grade 1 teachers, including respondent teacher, in the school (1, 2, and 3-4). However, there were some consistent trends in the data on two of the teacher variables--total teaching experience and Grade 1 teaching experience--for which LoU tended to increase with experience.
10. Five factors were perceived, each by at least one-fifth of the teachers, as great barriers to implementation of the guide: lack of opportunities for teacher-teacher communication, of team planning, of in-service training,[1] of materials/equipment, and of time to read the guide. Furthermore, over half of the teachers perceived the extra workload created by the need to attend to multiple guides as at least a partial barrier.
11. Grade 1 teachers felt that, in order to enhance implementation of the guide, principals should demonstrate commitment through co-operative

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[1] Dow and Whitehead (1981) also found that classroom teachers identified lack of in-service as a major barrier to curriculum implementation.

action in the process. Prerequisites specified for the principals were a thorough knowledge of the guide and an understanding and acceptance of its philosophy.

12. Grade 1 teachers were quite positive about the guide, considering it to be a well written document which provides a valuable resource, for all present teachers, but particularly for those new to Grade 1. However, the need for opportunities to increase teacher and parent awareness of the concepts in the guide and for teachers to share methods of implementation was stressed. Specific suggestions for revising the guide had to do with the provision of more information on evaluation techniques and research in the field and on how to set up a "child-centred" program.
13. According to the comments of some teachers, both recorded on the self-report questionnaire and made during the interviews, the profile chart used for LoU self-placement was well-organized, and participation in its completion had represented a valuable professional development exercise for them. However, they had experienced some problems during the process of responding to the chart.
14. In general, there was a fair degree of correspondence between teachers' self-reported LoU and the levels specified during the subsequent interviews. However, since all changes were toward slightly, though not significantly, higher LoU placement during the clarifying interviews, and since some difficulty seems to have been experienced in self-placement on some of the dimensions, caution needs to be exercised in concluding that the independent self-report method is a completely valid procedure for gathering data about curriculum implementation. The need for caution is

reinforced by the fact that this part of the study was based on interview responses from only five teachers.

Conclusions and Implications

One of the general purposes of this study was to provide information on the current status (levels-of-use) of teachers' implementation of selected curriculum guides. In view of the above findings, it may be concluded that most Grade 1 teachers are well aware of "The Program and the Six-Year Old" and have implemented the different dimensions at an externalized or internalized use level. However, several of the findings have implications for some type of further action.

For example, there was no statistical significance, nor even a trend in the data, when differences according to number of Grade 1 teachers in the school were investigated. When this finding is coupled with the teachers' stated need for more teacher-teacher communication, it may be concluded that, though a mutual support system appears to be available within most schools, not enough opportunities are provided so that the potential benefits can be realized. Therefore, consideration needs to be given to the development of procedures for increasing teacher interactions (and team planning time), with follow-up study to determine whether they yield benefits in terms of curriculum implementation.

Another implication for further research has to do with the study of the influence of two teacher variables (total and Grade 1 teaching experience) on curriculum implementation. While no statistical significance was evident in the current study, the trends in the data were strong enough to warrant additional investigation of these variables as factors with potential for influencing curriculum implementation.

Implications for a different in-service training model are suggested by the lack of time teachers appear to have to read the guide, by the different ways in which they focus attention on the sections of the guide, by the fact that the reported LoU were lower for the concrete dimensions of the guide than they were for the abstract dimensions, and by the fact that many barriers to implementation are expressed by teachers--most of which could be alleviated through appropriate in-service. In particular, teachers need assistance in moving beyond the externalized use level through the internalized use level (student-teacher shared decision making) and the modified use level (with its concept of "child ownership" of the learning process and "modification" of the guide to accommodate the individual needs of children). Indeed, the reason some teachers have not moved into LoU 5 may be because they find the implementation of a concept of "student ownership" as unrealistic and inappropriate for children needing "structure" in the learning experience. Teacher in-service and workshop sessions are ideal settings for exploring the implications of all philosophies and for sharing experiences. Not to be neglected in this training model also are the principals, who are accountable ultimately for the level of implementation of the guide.

In addition, consideration needs to be given to ensuring that there is an appropriate phase-in plan to accommodate the multiple guides that some teachers are responsible for implementing.

The second general purpose of the project was to assess the appropriateness of the Scarborough profile chart and to check on the validity of information obtained on levels-of-use through a self-report method. The appropriateness of the chart prepared specifically for "The Program and the Six-Year Old" is attested to by the comments of teachers. Furthermore, there is enough correspondence between sets of LoU data from the two different procedures of collecting information (self-report questionnaire and interview) to justify tentative acceptance of the independent self-reporting as a fairly valid procedure.

However, the number of teachers who gave multiple LoU responses for some dimensions suggests conceptual complications and, therefore, the need to re-consider the definitions supplied. Furthermore, some teachers may be functioning consciously on more than one LoU at the same time, or may shift from one level to another, depending on the individual learning needs of the children; such teachers may find the linear progression through levels unduly rigid and restrictive. Furthermore, the limits of the validation procedure used, as well as some of the data and comments collected, point the need for additional study of the validity of the self-report method, perhaps against observation and interview data from larger groups of teachers. In the meantime, the usual caution which reflects good judgment should be exercised when interpreting the current LoU data.

"Social and Environmental Studies (Grades 5-6)" Guide

Summarized below are the major findings from the study of implementation of the "Social and Environmental Studies (Grades 5-6)" curriculum guide by Grade 5 and 6 teachers. While some related concluding statements are integrated with specific findings, general conclusions related to the two main purposes of the study, as well as any implications which may be drawn from the findings, are presented at the end of the section.

1. The Grade 5 and 6 social studies teachers involved in the study tended to be a very experienced group; most of them (68 per cent) reported at least 13 years in the profession. It appears that most of this general

experience had been gained prior to the teachers being assigned to teach Grade 5 and 6 social studies; 70 per cent of the teachers had five or fewer years of experience teaching social studies at the Grade 5 or Grade 6 level.

2. Most of the Grade 5 and 6 social studies teachers (70 per cent) had access to at least one other colleague who was teaching the subject at the same grade level in their schools. Therefore, a potential mutual support system was in place for purposes of curriculum implementation.
3. All of the Grade 5 and 6 social studies teachers were aware of the existence of the guide. The principal was named most often (i.e., by 42 per cent of the teachers) as the initial information source.
4. All five of the general sections of the guide which apply to both Grades 5 and 6 had been read by an overwhelming majority of the teachers (i.e., at least 82 per cent had read each section). Of those teachers who taught Grade 5 social studies, most (at least 61 per cent) had read the three "core" sections of the Grade 5 unit; "Africa" was the optional section read least frequently (i.e., by only 39 per cent of Grade 5 social studies teachers). Likewise, of those teachers who taught Grade 6 social studies, most (at least 81 per cent) had read the three "core" sections of the Grade 6 unit; "Natural Resources" and "Multiculturalism" were the optional sections read least frequently (i.e., by no more than half of the Grade 6 social studies teachers).
5. Most of the six general dimensions of the "Social and Environmental Studies (Grades 5-6)" guide had been implemented, on the average, at very

close to the middle of the effective use category (3.5-4.4) on the LoU scale.[1]

6. Three of the 45 sub-dimensions included within the six general dimensions of the guide had at least half of the teachers at LoU 5. These were within the objectives dimension (awareness that the social studies program should be interesting and enjoyable for students), the content dimension (relating the content to students' experiences and/or to real life situations), and the methodology dimension (providing opportunities for students to do individual research appropriate to their learning level).
7. Only five of the 45 sub-dimensions had under 80 per cent of the teachers at LoU 3 or greater (i.e., over 20 per cent at LoU 1 and 2 plus No Response). Four of these were within the methodology dimension, dealing with the development of student skills in using graphs and other visual materials and with the provision of opportunities for students to produce appropriate materials and to participate in varied activities. The other one, within the student evaluation dimension, had to do with teacher interest in diagnostic, as well as summative, evaluation techniques.
8. No significant differences in LoU, for any of the 45 sub-dimensions, were found when teachers were classified on the basis of two school variables: school type (JK-6 and JK-8) and whether or not a school was receiving "program assistance".

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[1] Levels-of-Use (see Appendix D2 for specific definitions):
   1. Non Use
   2. Initial Use
   3. Mechanical Use
   4. Effective Use
   5. Innovative and Creative Use

9. Three significant differences in LoU were found within the 45 sub-dimensions when teachers were classified on the basis of three teacher variables: total years of teaching (3-12, 13-16, and 17 and over), number of years of teaching Grade 5 or Grade 6 social studies (1-2, 3-5, and 6-15), and number of full-time Grade 5 and Grade 6 social studies teachers, including respondent teacher, in the school (1, 2, and 3-5). Since so few significant differences emerged from a total of 135 tests (45 sub-dimensions x 3 teacher variables), they should not be considered too important, generally, for decision making regarding curriculum implementation. However, there were some consistent trends in the data on the breakout by years of teaching Grade 5 or Grade 6 social studies; on most sub-dimensions, teachers with the least experience reported the lowest LoU.
10. Four factors were perceived, each by at least 24 per cent of the teachers, as great barriers to implementation of the guide: insufficient time for reading and internalizing the guide, insufficient materials/equipment, insufficient time for teachers to communicate and learn from each other, and work overload due to multiple guidelines. In addition, over half of the teachers perceived the interference of other priorities in the school as at least a partial barrier to curriculum implementation.
11. The role of the principal in effective curriculum implementation is perceived as that of facilitator/co-ordinator, manifested through several support systems: provision of funds for resources, of time for planning

and in-service, of support for use of the guide, and of direct assistance in setting up the program and implementing it.

12. Grade 5 and 6 social studies teachers were quite positive about the guide, considering it to be a valuable resource with a well defined philosophical direction and set of learning objectives. To enhance implementation, however, the need for more dialogue with centrally employed subject specialists, for greater availability of resource materials and time to view them, for more time to plan the program, and for a learning centre for displays was stressed. Suggestions for revision of the guide concentrated on the need for more sample tests and innovative teaching techniques, as well as on some specifics regarding desired changes in content of the guide.
13. Comments by teachers concerning the use of the profile chart for LoU self-placement, both recorded on the self-report questionnaire and made during the interviews, revealed that it had been a positive experience in general. However, there were some negative reactions over the length of the questionnaire and the difficulty of interpreting some dimensions and "levels".
14. In general, there was a fair degree of correspondence between teachers' self-reported LoU and the levels specified during the subsequent interviews. In instances where differences occurred, they were usually minimal and, except in the case of one sub-dimension, not statistically significant. Nevertheless, since the changes within some dimensions were, on balance, not as close to zero as they were on other dimensions, since some teachers had negative reactions to the use of the profile

chart, and since this part of the study was based on responses from only five teachers, at least some caution needs to be exercised in concluding that the independent self-report method is a completely valid procedure for gathering data about curriculum implementation.

Conclusions and Implications

One of the general purposes of the study was to assess the level of implementation of selected curriculum guides. The above findings provide evidence that the Grade 5 and 6 social studies teachers are well aware of the "Social and Environmental Studies (Grades 5-6)" guide and have implemented the six general dimensions at an effective use level. Likewise, most sub-dimensions used to define the general dimensions have been implemented at this level. However, there are some exceptions to the generalizations. These exceptions, as well as some of the other findings reported above, have implications for some type of further action.

One such implication emerges from the fact that teachers claim there is insufficient time for them to communicate and learn from each other so that effective implementation of the guide can occur. In each school, though, there is a support system available in that most of the Grade 5 and 6 social studies teachers have access to at least one other colleague who teaches the subject at the same grade level. The fact that this variable appears not to be related to implementation, however, suggests that there is validity to the claim concerning lack of time for interaction. Indeed, the school principal is seen as the key individual in assuring that opportunities for teacher sharing and co-operative planning are provided. If this were done, follow-up studies of the benefits could be conducted.

An implication for further study is also related to the observed trend, though not statistically significant, in the data used to compare the levels-of-use of the guide according to years of experience in teaching social studies in Grade 5 or Grade 6. Since the trend was toward lower LoU for teachers with the least of such experience, experimental study of more concentrated in-service and special support for such teachers, in spite of how much general teaching experience they have, is warranted.

Further with respect to in-service, a number of findings point toward the need for a different model where curriculum implementation is concerned. For example, a lack of time simply to read the guides and to assimilate the concepts and content is evident. In addition, the nature of the sub-dimensions for which relatively low levels-of-use are reported (usually within the methodology and student evaluation dimensions) suggests the need for a type of in-service with a number of follow-up sessions built in. Principals, too, because of their ultimate responsibility for effective curriculum implementation, could benefit from in-service and direction. These could emphasize ways of establishing school priorities and minimizing the number of priorities for any particular year, as well as procedures for ensuring the acquisition of sufficient materials/equipment for implementing a guide--both of which were highlighted in the findings related to the "Social and Environmental Studies (Grades 5-6)" guide.

The finding that there is a need for a more appropriate phasing-in plan to accommodate teachers responsible for implementing multiple guidelines has, of course, implications for centralized decision making.

The second general purpose of the study was to assess the appropriateness of the Scarborough profile chart and to check on the validity of information gathered through a self-report method. Concerning the chart prepared specifically for the "Social and Environmental Studies (Grades 5-6)" guide, many teachers found it quite appropriate and easy to follow. However, there were enough negative comments about its length and the inappropriateness of some of the "levels" related to the dimensions that consideration needs to be given to restructuring this particular modification of the Scarborough profile chart.

Nevertheless, in spite of the negative perceptions, there is enough correspondence between sets of LoU data from the two different procedures of collecting information (self-report questionnaire and interview) to justify tentative acceptance of the independent self-reporting as a fairly valid procedure. This does not mean, however, that the usual cautions should not be exercised when interpreting data gathered through a procedure which was validated in a limited way (i.e., a small number of teachers, and only one other data-collecting procedure, used to validate).

Concluding Statement

It seems clear from the findings related to both curriculum guides selected for study that considerable progress has been made on the continuum toward the highest levels of implementation. What one must ask now is whether that degree of progress is enough, given the time that these guides have been available. That judgment, and the establishment of criteria on which such a judgment would be based, however, was outside the mandate of this study (i.e., to provide information on the current status (Lou) of implementation).

In any event, whether the current status is judged adequate or inadequate, given the time available for implementation since the guides were distributed, there is some distance still to go. To assist teachers in reaching the "Modified (or Innovative and Creative) Use" level, some direction is provided by this study. Much of that direction appears to point toward a different, more effective, model of in-service training (not necessarily more) where curriculum implementation is concerned. Not only that, but it points toward some changed procedures at the central level which may be translated into action at the school level. These could take the form of permitting and encouraging local schools to set up their own professional activity days related to the curriculum implementation process. Those who are serious about this activity, and about any other procedures related to improving curriculum implementation, are directed, as always, to the details in the body of the report from which this summary was made.

Regarding the way in which curriculum implementation is monitored, it has already been concluded that the self-report method seems to yield data with a fair degree of validity. If this is judged inadequate, direction can be taken from this study regarding other validating procedures. If adequate, the usual necessary cautions regarding interpretation, of course, apply.

Furthermore, information is now available, through this study, to assist those who translate the Scarborough profile chart into a subject-specific instrument, and this appears to be a necessary task. Effort should be concentrated on minimizing length as much as possible, on providing definitions that are pre-tested for reliability of interpretation, and on solving the issue of levels of "use" when relating them to abstract dimensions like philosophy and aims and objectives.

Finally, while this summary seems to concentrate on implications for improving curriculum implementation, which, of necessity, stem from the negative findings, it should not be forgotten that there are many positive findings and obviously many dedicated, responsible teachers in the Scarborough system who have already proceeded to high levels of implementation.

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APPENDIX A

Profile Chart Developed by the Curriculum Implementation Committee

APPENDIX A

Dimensions

Levels

	Philosophy	Aims and Objectives	Content	Teaching Methodology	Instructional Resources	Evaluation
Non Use						
Initial Preparation						
Mechanical Use						
Routine Use						
Refinement and Integration						

Profile Chart, Levels and Dimensions

APPENDIX B

"The Program and the Six-Year Old": Teachers' Survey Questionnaire of Curriculum Implementation

APPENDIX B

OFFICE USE ONLY

☐☐☐☐ [1 - 4]

"THE PROGRAM AND THE SIX-YEAR OLD": TEACHERS' SURVEY QUESTIONNAIRE OF CURRICULUM IMPLEMENTATION

☐☐☐ [5 - 7]

PART I: BACKGROUND INFORMATION

1. Number of years teaching as of June, 1984 (to the nearest whole year). ☐☐ [8-9]

2. Number of years teaching Grade 1 as of June, 1984 (to the nearest whole year). ☐☐ [10-11]

3. How many full-time Grade 1 teachers are in your school? (please include Grade 1 teachers who have double grades) ☐ [12]

4. Do you hold:

   (a) Primary Education (Part I) Certification
   Yes ☐ (1)
   No ☐ (2) [13]

   (b) Primary Education (Part II) Certification
   Yes ☐ (1)
   No ☐ (2) [14]

   (c) Primary Education (Specialist) Certification
   Yes ☐ (1)
   No ☐ (2) [15]

   (d) Early Childhood Education Diploma (Institute of Child Study)
   Yes ☐ (1)
   No ☐ (2) [16]

   (e) Other (please specify: e.g., post graduate courses in Early Childhood Education; Early Childhood Education Diploma--College of Applied Arts and Technology; etc.)

   ____

   ____

   ____

PART II: KNOWLEDGE OF "THE PROGRAM AND THE SIX-YEAR OLD"

(hereafter also termed the "guide")

1. Up to now, were you aware of the guide's existence?	Yes ☐ (1) No ☐ (2)	[17]

> NOTE: If you were unaware of the guide, please turn to parts IV and V (pp.13-15) and answer as applicable.

2. If YES to question No. 1, how did you find out about the guide?		
(a) In-service	Yes ☐ (1) No ☐ (2)	[18]
(b) Primary Education Department Consultative Staff	Yes ☐ (1) No ☐ (2)	[19]
(c) Principal	Yes ☐ (1) No ☐ (2)	[20]
(d) Another Teacher	Yes ☐ (1) No ☐ (2)	[21]
(e) Other (please specify) ____________________		
3. If you have inspected the guide, have you read the complete document?	Yes ☐ (1) No ☐ (2)	[22]
4. If you have only read parts of the guide, which sections?		
(a) Philosophy	Yes ☐ (1) No ☐ (2)	[23]
(b) The Child	Yes ☐ (1) No ☐ (2)	[24]

(c) How Children Learn	Yes ☐ (1)	|	
	No ☐ (2)	|	[25]
(d) The Teacher	Yes ☐ (1)	|	
	No ☐ (2)	|	[26]
(e) Growing into Language	Yes ☐ (1)	|	
	No ☐ (2)	|	[27]
(f) Growing into Reading	Yes ☐ (1)	|	
	No ☐ (2)	|	[28]
(g) The New Canadian Student	Yes ☐ (1)	|	
	No ☐ (2)	|	[29]
(h) Growing into Mathematics	Yes ☐ (1)	|	
	No ☐ (2)	|	[30]
(i) Strategies for Teaching	Yes ☐ (1)	|	
	No ☐ (2)	|	[31]
(j) Use of the Environment	Yes ☐ (1)	|	
	No ☐ (2)	|	[32]
(k) Planning	Yes ☐ (1)	|	
	No ☐ (2)	|	[33]
(l) Routines	Yes ☐ (1)	|	
	No ☐ (2)	|	[34]

(m) Record Keeping	Yes ☐ (1)	
	No ☐ (2)	[35]
(n) Evaluation	Yes ☐ (1)	
	No ☐ (2)	[36]
(o) Parental Assistance	Yes ☐ (1)	
	No ☐ (2)	[37]
(p) Discipline	Yes ☐ (1)	
	No ☐ (2)	[38]
(q) Getting Started	Yes ☐ (1)	
	No ☐ (2)	[39]
(r) Equipment and Supplies	Yes ☐ (1)	
	No ☐ (2)	[40]
(s) Resources Available	Yes ☐ (1)	
	No ☐ (2)	[41]
(t) Bibliography	Yes ☐ (1)	
	No ☐ (2)	[42]

PART III: LEVELS-OF-USE OF "THE PROGRAM AND THE SIX-YEAR OLD"

Please check the one choice (out of 5) under each dimension which describes your use of "The Program and the Six-Year Old".(Reference to the "Definitions of Levels of Curriculum Implementation" listed on the reverse side of the "Profile Chart", in addition to the examples listed below, may assist you in placing yourself on this scale.)

Check one only

1. Dimension: PHILOSOPHY

Non Use - I have little or no knowledge of the guide's philosophy . . . . . . ☐ (1)

[43]

Initial Awareness (Preparation) - I am assimilating the concept of individual differences in children and shared decision-making in the teaching/learning process. . . . . ☐ (2)

Externalized (Mechanical) Use - I believe my teaching practices are beginning to reflect acceptance of the guide's philosophy that children can make their choices from teacher-provided alternatives . . . . ☐ (3)

For example:
Most learning is teacher-directed, with day-to-day allowance for children to make simple decisions.

Internalized (Routine) Use - I believe in making some allowance for students to share in decision-making and provide for individual needs when possible . . . . ☐ (4)

For example:
Use of "hands-on" activity is determined with some student input.

Modified Use (Refinement and Integration) - I believe in providing appropriate opportunities and time consistently for all children to make important decisions according to each child's interest, ability, and learning style ☐ (5)

For example:
Contracting, remediation, and enrichment are suitably integrated in ongoing classroom practice according to individual student needs.

2. Dimension: AIMS AND OBJECTIVES — Check one only

Non Use — -I have little or no knowledge of the guide's aims and objectives . . ☐ (1)

Initial Awareness (Preparation) — -I am assimilating the guide's aims and objectives . . . . ☐ (2)

For example:
Objectives dealing with Language, Reading, Mathematics, Use of the Environment, Planning, Routines, and Evaluation are accepted for eventual use in designing programs.

Externalized (Mechanical) Use — -I use selected aims and objectives to suit classroom needs . . . . ☐ (3)

For example:
(a) I provide direction in the use of a wide variety of concrete materials in order to give the children an opportunity to discover, experiment, and become involved in mathematical experiences.
(b) Children are encouraged and given some opportunities to speak in a clear, effective, concise, and accurate way.

Internalized (Routine) Use — -I work with students in the selection and use of aims and objectives to meet individual student needs. . . . . ☐ (4) [44]

For example:
(a) Any child needing assistance with sorting tasks is encouraged to sort items in as many ways as possible and is invited to sort a variety of objects.
(b) Any child needing to expand and clarify his/her language use is encouraged by the teacher, who provides a model through active participation in a play situation.

Modified Use (Refinement and Integration) — -I modify aims and objectives to provide a balance among knowledge, skills, and attitudes in order to facilitate emotional, social, intellectual, and physical growth of each child. . . . . ☐ (5)

For example:
Integration of mathematics and language is encouraged when children co-operate in the creation and development of a store in a play situation.

3. Dimension: TEACHING METHODOLOGY — Check one only

Non Use — -I have little or no knowledge of teaching methods outlined in the guide. . . . . ☐ (1)

Initial Awareness (Preparation) — -I am considering organizing programs so that provision is made for meeting individual needs of children. . . . . ☐ (2)

For example:
(a) Plans are being considered for some activities to be available after the child has completed assigned work.
(b) Plans are being considered to involve each child in activities when a subject (e.g., math) is being taught.
(c) Plans are being considered to address the need for individual assistance within the context of assigned work.

[45]

Externalized (Mechanical) Use — -I use a variety of approaches/strategies to facilitate learning. . . . . ☐ (3)

For example:
(a) Special periods are set aside for activities.
(b) Units of study are integrated thematically, (e.g., around the theme of "monsters").
(c) "Must do" tasks are provided in an order.
(d) Exploratory learning is accomplished through teacher-directed activities.

Internalized (Routine) Use — -I work together with the students to organize learning activities which meet the children's individual needs. ☐ (4)

For example:
(a) Topics are introduced by asking children what they want to learn about them.
(b) A child is encouraged to organize his/her time for completion of "must do" tasks.

Modified Use (Refinement and Integration) — -I guide, coach, support, and encourage the child through his/her self-directed learning. . . . . ☐ (5)

For example:
(a) A child is asked what he/she is interested in studying.

[Examples - see next page]

3. Dimension: **TEACHING METHODOLOGY** (continued)

(b) Change of environment to include out-of-school activities (e.g., field trips) is used to stimulate learning.
(c) A child is guided in research on items (e.g., shells) which he/she brings to class.
(d) A child who expresses an interest in writing a play is invited to do so and is asked in what ways the teacher can help.

4. Dimension: INSTRUCTIONAL RESOURCES — Check one only

Non Use — -I have little or no knowledge of instructional resources outlined in the guide . . . . ☐ (1)

Initial Awareness (Preparation) — -I see the value of, and am considering using, some of the resources listed in the guide . . . . ☐ (2)

For example:
(a) Plans are being considered for the use of conventional AV equipment (e.g., films, film-strips, record player) for class or large group instruction, or follow up activities.
(b) Plans are being considered for the use of available resources materials (e.g., Library, Science Room).

Externalized (Mechanical) Use — -I provide and use a variety of conventional resources . . . . ☐ (3) [46]

For example:
(a) Varied resources (e.g., sand, books, toys, games, building and science materials, animals, plants, etc.) are used in daily classroom activities in large group, small group, and individual instruction.
(b) Support personnel are used (e.g., Psychologist, Physical Education Consultant, Reading Consultant, Primary Consultant; etc.).

Internalized (Routine Use — -I use shared decision-making with students in selecting necessary school and community resources on a regular basis to meet the individual child's needs. . . . . ☐ (4)

For example:
(a) In addition to in-school resources, A.V. Department technical assistance is used to make filmstrips.
(b) In conjunction with in-class resources, community trips are provided (e.g., stores, businesses, libraries, post office, police station, fire hall, farm, etc.)
(c) Students, other teachers, as well as resource persons (e.g., parents) are invited to provide input into classroom studies.

Modified Use (Refinement and Integration) — -I provide the child with extensive resources within and beyond the immediate school community in order to sustain self-directed, creative learning. . . . . ☐ (5)
(Examples - see next page)

Cont'd....

4. Dimension: INSTRUCTIONAL RESOURCES (continued)

For example:

(a) A wide variety of learning materials, available at all times throughout the day, are used in novel ways and for unique purposes (e.g., child makes his/her own filmstrip by drawing on old film retrieved by the teacher).

(b) Students and teacher obtain "real world" information/materials from community agencies, organizations, and businesses through letter writing.

(c) Excursions beyond the immediate school community (e.g., Zoo) are integrated with classroom topics and individual learning needs.

5. Dimension: STUDENT EVALUATION | Check one only

Non Use | -I have little or no knowledge of evaluation procedures outlined in the guide. . . . . ☐ (1)

Initial Awareness (Preparation) | -I recognize the value of, and am preparing to use, formative and summative methods of student evaluation. ☐ (2)

For example:
(a) Portfolios of samples of children's work.
(b) Paper and pencil tasks.
(c) Anecdotal recording from observation.
(d) Student interviews and student self-evaluation.

Externalized (Mechanical) Use | -I am learning to use a variety of evaluation tools appropriately. . . ☐ (3)

For example:
(a) A folder of work samples is kept for each child.
(b) Child's interests and abilities, along with content and knowledge, are considered in assessing progress.
(c) Anecdotal notes are derived from observations.
(d) Evaluation is ongoing and used for both reporting and programming purposes.

Internalized (Routine) Use | -I am using a variety of evaluation tools appropriately and attempting to include the child's self-evaluation. ☐ (4) [47]

For example:
(a) A child is assessed using a variety of techniques (e.g., oral tests, concrete materials, record keeping, work folders, student interviews, and student self-evaluations).
(b) Written records derived from regular observations are accumulated on each child.
(c) Assessment is based upon observational notes and analysis of child's work samples.
(d) Evaluation is considered in terms of children's needs and the program's effectiveness.

Modified Use Refinement and Integration | -**Together with the child** I make ongoing use of a wide variety of appropriate techniques. . . . . ☐ (5)
(Examples - see next page)

Cont'd....

5. Dimension: **STUDENT EVALUATION** (continued)

For example:

(a) A child's progress is monitored systematically through the use of direct and indirect methods with an emphasis on observation.

(b) Child-teacher interviews/dialogue are scheduled and are regular occurrences within the process of evaluation.

(c) Evaluation and goal-setting are accomplished mutually between child and teacher; self-evaluation is encouraged.

(d) Data from student evaluations are used to modify program in order to meet the individual child's needs more effectively.

PLEASE NOTE: ALL RESPONDENTS ARE TO COMPLETE PARTS IV AND V

PART IV: FACTORS AFFECTING IMPLEMENTATION OF THE GUIDE

In your experience, have any of the following factors presented a BARRIER to implementation of "The Program and the Six-Year Old"? (Please circle one number for each item out of the four possible responses which represents your point of view.)

	Not a barrier	Somewhat of a barrier	A barrier to a great deal	Don't know	
1. There is insufficient availability of resource personnel (e.g., subject specialists, remediation support staff; etc.).	1	2	3	4	[48]
2. Criteria for assessing children's portfolios of work are unclear	1	2	3	4	[49]
3. Methods for undertaking student observations, along with related interpretations and anecdotal record keeping, are not sufficiently clear	1	2	3	4	[50]
4. Procedures and use of student interviews are not sufficiently clear	1	2	3	4	[51]
5. Principal's role and commitment to the guide's implementation are unclear	1	2	3	4	[52]
6. Peer pressure from other teachers acts to resist implementation	1	2	3	4	[53]
7. Parents disapprove of the guide	1	2	3	4	[54]
8. There is a lack of school support	1	2	3	4	[55]

	Not a barrier	Somewhat of a barrier	A barrier to a great deal	Don't know	
9. There are insufficient materials/equipment to carry out the program.	1	2	3	4	[56]
10. Multiple guidelines create work overload	1	2	3	4	[57]
11. The "Program and the Six-Year Old" is largely outdated in philosophy and approach in teaching young children	1	2	3	4	[58]
12. There is insufficient time for reading and internalizing the guide	1	2	3	4	[59]
13. Procedures for implementation of the guide lack clarity	1	2	3	4	[60]
14. Guide lacks sufficient suggestions related to teaching and resource materials	1	2	3	4	[61]
15. There is insufficient two-way communication between teacher and principal	1	2	3	4	[62]
16. There is a lack of in-service/training workshops for teachers	1	2	3	4	[63]
17. Teachers have insufficient opportunity to communicate and learn from one another related to implementation of the guide.	1	2	3	4	[64]
18. There is insufficient team planning among teacher, principal, and Primary Education Department.	1	2	3	4	[65]

19. Other (please specify) ________________________________

____

____

PART V: COMMENTS

1. In your opinion, what role(s) must the principal play in order to enhance implementation of "The Program and the Six-Year Old"?

2. In addition to some specific factors listed in Part IV, do you have any comments about "The Program and the Six-Year Old" which could help determine:

   (a) Its value?

   (b) How to implement it better?

   (c) Revisions (to the text) you feel necessary?

3. Please make any specific comments that will help determine this questionnaire's validity as a teacher self-report instrument:

   (a) Its organization (e.g., order of questions, ease of use, scope, etc.).

   (b) Revision or addition to questions.

   (c) Other.

APPENDIX C

"Social and Environmental Studies": Grade 5 and Grade 6 Teachers' Survey Questionnaire of Curriculum Implementation

APPENDIX C

"SOCIAL AND ENVIRONMENTAL STUDIES":
GRADE 5 AND GRADE 6 TEACHERS' SURVEY
QUESTIONNAIRE OF CURRICULUM IMPLEMENTATION

Office Use Only

☐☐☐☐ [1-4]

☐☐☐ [5-7]

PART I: BACKGROUND INFORMATION

1. Number of years teaching as of June, 1984 (to the nearest whole year).	☐☐	[8-9]
2. Number of years teaching "Social and Environmental Studies" at the Grade 5 or 6 level as of June, 1984 (to the nearest whole year).	☐☐	[10-11]
3. How many full-time Grade 5 and Grade 6 teachers are there in your school who are presently teaching social studies? (Please include social studies teachers who have double (split) Grades 5-6).	☐	[12]

PART II: KNOWLEDGE OF THE "SOCIAL AND ENVIRONMENTAL STUDIES" GUIDE

1. Up to now, were you aware of the guide's existence?

Yes ☐ (1)
No ☐ (2) [13]

> Note: If you were unaware of the guide, please turn to Parts IV and V, (pages 14 - 17) and answer as applicable.

2. If YES to Question No. 1, how did you find out about the guide?

(a) In-service
Yes ☐ (1)
No ☐ (2) [14]

(b) Social Studies Department Consultative Staff
Yes ☐ (1)
No ☐ (2) [15]

(c) Principal
Yes ☐ (1)
No ☐ (2) [16]

(d) Another Teacher
Yes ☐ (1)
No ☐ (2) [17]

(e) Other (please specify)

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____

____

PART II: KNOWLEDGE OF GUIDE (continued)

3. What general sections of the "Social and Environmental Studies" guide have you read?

(a) Statement of Purpose
Yes ☐ (1)
No ☐ (2) [18]

(b) Course Objectives
Yes ☐ (1)
No ☐ (2) [19]

(c) The Program
Yes ☐ (1)
No ☐ (2) [20]

(d) Resources
Yes ☐ (1)
No ☐ (2) [21]

(e) General Appendices
Yes ☐ (1)
No ☐ (2) [22]

Even though you may be currently teaching both Grade 5 and Grade 6 Social Studies, please respond only to the following section (f) or (g) which is not crossed out.

PART II: KNOWLEDGE OF GUIDE (continued)

(f) I have read the following sections of the "Grade 5 Unit":

(i)	Ontario	Yes ☐ (1)	No ☐ (2)	[23]
(ii)	Japan	Yes ☐ (1)	No ☐ (2)	[24]
(iii)	China	Yes ☐ (1)	No ☐ (2)	[25]
(iv)	A Medieval Community	Yes ☐ (1)	No ☐ (2)	[26]
(v)	Africa	Yes ☐ (1)	No ☐ (2)	[27]

(vi) Other (please specify optional unit topics which you have introduced which are not available in the guide).

PART II: KNOWLEDGE OF GUIDE (continued)

(g) I have read the following sections of the "Grade 6 Unit":

(i)	Portraits of Our People (Famous Canadians)	Yes	☐ (1)	
		No	☐ (2)	[28]
(ii)	The City	Yes	☐ (1)	
		No	☐ (2)	[29]
(iii)	The West Indies	Yes	☐ (1)	
		No	☐ (2)	[30]
(iv)	Multiculturalism	Yes	☐ (1)	
		No	☐ (2)	[31]
(v)	Natural Resources: Unlimited Wealth?	Yes	☐ (1)	
		No	☐ (2)	[32]
(vi)	Mexico	Yes	☐ (1)	
		No	☐ (2)	[33]

(vii) Other (please specify optional unit topics which you have introduced which are not available in the guide).

____

____

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____

PART III: LEVELS-OF-USE OF THE GUIDE: Please answer the following according to the current grade you teach by checking (✓) one box (out of 5) for each Sub-Dimension which describes your use of the "Social and Environmental Studies" guide. (Reference to the "Definitions of Levels of Curriculum Implementation" listed on the reverse side of the "Profile Chart" will assist you in placing yourself on this scale.)

DIMENSION:

RATIONALE AND AIMS

Sub-Dimensions	NON USE	INITIAL USE	MECHANICAL USE	EFFECTIVE USE	INNOVATIVE & CREATIVE USE	COMMENTS OR PROBLEMS IF ANY, IN DECIDING YOUR LEVEL-OF-USE	
1. The teacher is aware of the overall rationale and aims of the "Social and Environmental Studies" program.	(1)	(2)	(3)	(4)	(5)		[34]
2. The teacher integrates Social Studies with other parts of the curriculum where applicable.	(1)	(2)	(3)	(4)	(5)		[35]
3. The teacher adapts the aims of the Social Studies program to meet the needs of the class and individual students.	(1)	(2)	(3)	(4)	(5)		[36]
4. The teacher organizes a progressive sequence to the units appropriate to the child's expanding horizon.	(1)	(2)	(3)	(4)	(5)		[37]

Please check (✓) one box (out of 5) for each Sub-Dimension

DIMENSION: **OBJECTIVES** Sub-Dimensions	NON USE	INITIAL USE	MECHANICAL USE	EFFECTIVE USE	INNOVATIVE & CREATIVE USE	COMMENTS OR PROBLEMS IF ANY, IN DECIDING YOUR LEVEL-OF-USE	
1. The teacher is aware of the specific knowledge, skills, and attitudinal objectives of the Social Studies program.	(1)	(2)	(3)	(4)	(5)		[38]
2. The teacher uses appropriate teaching methods to develop communication, mapping and group work skills.	(1)	(2)	(3)	(4)	(5)		[39]
3. The teacher selects specific and appropriate objectives for each lesson.	(1)	(2)	(3)	(4)	(5)		[40]
4. The teacher is conscious of and develops a sequence of activities to achieve long-range objectives.	(1)	(2)	(3)	(4)	(5)		[41]
5. The teacher provides a balance involving the mastery of basic objectives, with opportunities for creativity and enrichment.	(1)	(2)	(3)	(4)	(5)		[42]
6. The teacher is aware that the Social Studies program should be an interesting and enjoyable experience for the students.	(1)	(2)	(3)	(4)	(5)		[43]

Please check (✓) one box (out of 5) for each Sub-Dimension

DIMENSION: **CONTENT** Sub-Dimensions	NON USE	INITIAL USE	MECHANICAL USE	EFFECTIVE USE	INNOVATIVE & CREATIVE USE	COMMENTS OR PROBLEMS IF ANY, IN DECIDING YOUR LEVEL-OF-USE	
1. The teacher selects core units from the guideline as a minimum part of the curriculum.	(1)	(2)	(3)	(4)	(5)		[44]
2. The teacher uses content to develop appropriate skills and attitudes.	(1)	(2)	(3)	(4)	(5)		[45]
3. The teacher uses factual knowledge as a means to develop concepts and understanding.	(1)	(2)	(3)	(4)	(5)		[46]
4. The teacher, where appropriate, relates the content of the program to the students' experiences and/or to real life situations.	(1)	(2)	(3)	(4)	(5)		[47]
5. The teacher uses current events as a vehicle for achieving some of the program's objectives.	(1)	(2)	(3)	(4)	(5)		[48]

Please check (✓) one box (out of 5) for each Sub-Dimension

DIMENSION:

METHODOLOGY

Sub-Dimensions	NON USE	INITIAL USE	MECHANICAL USE	EFFECTIVE USE	INNOVATIVE & CREATIVE USE	COMMENTS OR PROBLEMS IF ANY, IN DECIDING YOUR LEVEL-OF-USE	
1. The teacher plans each unit and lesson to integrate objectives, resources, and student activities.	(1)	(2)	(3)	(4)	(5)		[49]
2. The teacher provides precise instructions for student activities.	(1)	(2)	(3)	(4)	(5)		[50]
3. The teacher provides a desirable balance between teacher-centered and independent student activities.	(1)	(2)	(3)	(4)	(5)		[51]
4. The teacher provides regular opportunities for students to read appropriate materials.	(1)	(2)	(3)	(4)	(5)		[52]
5. Students develop appropriate writing and note-making skills in their own words.	(1)	(2)	(3)	(4)	(5)		[53]
6. Students have regular opportunities to discuss, listen, and make oral presentations.	(1)	(2)	(3)	(4)	(5)		[54]

Continued.....

Please check (✓) one box (out of 5) for each Sub-Dimension

METHODOLOGY Sub-Dimensions		NON USE	INITIAL USE	MECHANICAL USE	EFFECTIVE USE	INNOVATIVE & CREATIVE USE	COMMENTS OR PROBLEMS IF ANY, IN DECIDING YOUR LEVEL-OF-USE	
7. Students are developing appropriate map-making skills, including the use of a title, labelling, a legend, and colouring.		(1)	(2)	(3)	(4)	(5)		[55]
8. Student have opportunities to develop skills such as:	CHARTS	(1)	(2)	(3)	(4)	(5)		[56]
	GRAPHS	(2)	(2)	(3)	(4)	(5)		[57]
	DIAGRAMS	(3)	(2)	(3)	(4)	(5)		[58]
	OTHER VISUAL MATERIALS	(1)	(2)	(3)	(4)	(5)		[59]
9. Students have opportunities for individual research appropriate to their learning level.		(1)	(2)	(3)	(4)	(5)		[60]
10. Students have opportunities to work in small groups.		(1)	(2)	(3)	(4)	(5)		[61]

Continued .....

Please check (✓) one box (out of 5) for each Sub-Dimension

METHODOLOGY Sub-Dimensions	NON USE	INITIAL USE	MECHANICAL USE	EFFECTIVE USE	INNOVATIVE & CREATIVE USE	COMMENTS OR PROBLEMS IF ANY, IN DECIDING YOUR LEVEL-OF-USE	
11. Students, with teacher supervision or direction, have opportunities individually or in groups to produce appropriate materials.	(1)	(2)	(3)	(4)	(5)		[62]
12. Students are provided with opportunities to participate in varied activities (e.g., debates, panels, role-playing, interviews, simulation games, model-making, making film strips, making video tapes, etc.)	(1)	(2)	(3)	(4)	(5)		[63]
13. The teacher integrates Social Studies' activities into other areas of the curriculum, where possible.	(1)	(2)	(3)	(4)	(5)		[64]
14. Students have opportunities to examine value questions or issues, and to express their opinions along with supporting reasons.	(1)	(2)	(3)	(4)	(5)		[65]
15. The teacher provides an appropriate sequence of activities to achieve the overall aims of the program.	(1)	(2)	(3)	(4)	(5)		[66]

Please check (✓) one box (out of 5) for each Sub-Dimension

DIMENSION: **RESOURCES** Sub-Dimensions	NON USE	INITIAL USE	MECHANICAL USE	EFFECTIVE USE	INNOVATIVE & CREATIVE USE	COMMENTS OR PROBLEMS IF ANY, IN DECIDING YOUR LEVEL-OF-USE	
1. The teacher is aware of appropriate resources for particular units and lessons.	(1)	(2)	(3)	(4)	(5)		[67]
2. Students have access to and use appropriate texts and reference books.	(1)	(2)	(3)	(4)	(5)		[68]
3. Students have access to and use appropriate supplementary books.	(1)	(2)	(3)	(4)	(5)		[69]
4. Students have access to and use appropriate audio-visual resources (pictures, film strips, cassettes, film, video cassettes)	(1)	(2)	(3)	(4)	(5)		[70]
5. Students have frequent opportunity to use varied resources in the library, with teacher's or librarians's supervision, as needed.	(1)	(2)	(3)	(4)	(5)		[71]
6. Students have opportunities to bring in other resources, including those from the home and family, community, newspapers and magazines, and vertical file.	(1)	(2)	(3)	(4)	(5)		[72]

Please check (✓) one box (out of 5) for each Sub-Dimension

DIMENSION: **STUDENT EVALUATION** Sub-Dimensions	NON USE	INITIAL USE	MECHANICAL USE	EFFECTIVE USE	INNOVATIVE & CREATIVE USE	COMMENTS OR PROBLEMS IF ANY, IN DECIDING YOUR LEVEL-OF-USE	
1. Evaluation is related to the overall objectives of the program, (i.e., it evaluates skills, as well as knowledge).	(1)	(2)	(3)	(4)	(5)		[73]
2. Students are given clear and precise instruction before any task which is to be evaluated.	(1)	(2)	(3)	(4)	(5)		[74]
3. Evaluation is based on the daily activities of the student (e.g., written assignments, oral presentations, group activities, written and oral reports notebook, written tests).	(1)	(2)	(3)	(4)	(5)		[75]
4. The teacher is interested in diagnostic evaluation, (e.g., tests, assignments of daily activities) along with summative evaluation (final marks given for term tests and term assignments).	(1)	(2)	(3)	(4)	(5)		[76]
5. Evaluation is seen by teacher and student as an educational and diagnostic experience, rather than merely an evaluative and critical experience.	(1)	(2)	(3)	(4)	(5)		[77]
6. The teacher uses information from the students' performance to modify the curriculum to meet individual student needs.	(1)	(2)	(3)	(4)	(5)		[78]

5 or 6 [79]

1 [80]

PLEASE NOTE: ALL RESPONDENTS ARE TO ANSWER THE FOLLOWING PARTS IV AND V.

PART IV: FACTORS AFFECTING IMPLEMENTATION

FOR OFFICE USE ONLY

[1-4]

[5-7]

In your experience at the grade level you presently teach, have any of the following factors presented a BARRIER to implementation of the "Social and Environmental Studies" guide? (Please circle for each item, one number out of four possible responses which represents your point of view.)

	Not a barrier	Somewhat of a barrier	A barrier to a great deal	Don't know	
1. There is insufficient availability of resource personnel (e.g., subject specialists, remediation staff)	1	2	3	4	[8]
2. Some other priorities in the school interfere with curriculum implementation	1	2	3	4	[9]
3. There are insufficient materials/equipment	1	2	3	4	[10]
4. Multiple guidelines create work overload	1	2	3	4	[11]
5. The "Social and Environmental Studies" guide is outdated	1	2	3	4	[12]
6. There is insufficient time for reading and internalizing the guide	1	2	3	4	[13]

PART IV: FACTORS AFFECTING IMPLEMENTATION (Continued)

		Not a barrier	Somewhat of a barrier	A barrier to a great deal	Don't know	
7.	Procedures for implementation of the guide are unclear	1	2	3	4	[14]
8.	There is insufficient two-way communication between teachers and principal	1	2	3	4	[15]
9.	There is a lack of effective in-service training/workshops for teachers	1	2	3	4	[16]
10.	Teachers have insufficient opportunities to communicate and learn from each other	1	2	3	4	[17]
11.	There is insufficient communication and implementation planning among teachers, the principal, and social studies department staff	1	2	3	4	[18]
12.	Implementation is affected by other teachers who experience some degree of conflict between their own teaching philosophy and the guides' rationale. .	1	2	3	4	
13.	Other (please specify)					[19]
				5 or 6		[79]
					2	[80]

PART V: COMMENTS

1. In your opinion, what role(s) must the principal assume, and carry out effectively, in order to enhance implementation of the "Social and Environmental Studies" guide?

   ____

   ____

   ____

2. In addition to some specific factors listed in Part IV, do you have any comments about the "Social and Environmental Studies" guide itself which could help determine:

   (a) Its value (e.g., philosophical direction; as guide to practical strategies; in self-assessment, etc).?

   ____

   ____

   ____

   (b) How to implement it better?______________________________

   ____

   ____

   ____

   (c) Revisions (to the text) you feel necessary?_______________

   ____

   ____

   ____

3. Please make any specific comments that will help determine this questionnaire's validity as a teacher self-report instrument:

   (a) Its organization (e.g., order of questions, ease of use, scope; etc. ____________________

   (b) Revision (or addition) to questions

   (c) Other ____________________

APPENDIX D

1. Profile Chart and Specific Definitions of Levels-of-Use for "The Program and the Six-Year Old" Survey
2. Profile Chart and Specific Definitions of Levels-of-Use for the "Social and Environmental Studies" Survey

THE BOARD OF EDUCATION FOR THE CITY OF SCARBOROUGH

INTER-OFFICE MEMORANDUM

To:

Date: May 22, 1984

From: R.J. Goldring
Assistant Superintendent of Program

cc: R. Benson
S. Moore
M.E. Wideman
H.J. Dilling

Re: Curriculum Implementation: Grade 1 Teachers' Survey of Levels-of-Use of "The Program and the Six-Year Old".

As a follow-up to the November (1983) Professional Activity Day concerning curriculum implementation, and to recommendations made by the Curriculum Implementation Committee of the Scarborough Board of Education, the Research Centre is undertaking a study of selected curriculum guides in an attempt to explore the levels-of-use of guides by teachers. One of the guides selected for this study is "The Program and the Six-Year Old".

For the purpose of this survey, curriculum implementation is defined as follows:

> "Implementation consists (or may consist) of alterations from existing practice to some new or revised practice (potentially involving materials, teaching, and beliefs) in order to achieve certain desired student learning outcomes." In the Scarborough context, this means putting into practice a specific Scarborough subject/program curriculum guide (Adapted from M. Fullan's concept).

The purpose of this research is not to evaluate individual teachers. It is designed to provide a description of the curriculum implementation process in general. Specifically, the data collected will be used to assess the feasibility of using a teacher self-report procedure for data collection in the future, as well as to provide some baseline information on current levels of implementation of the guide.

A committee, consisting of Research team members, teachers, principals, and the Primary Education Co-ordinator, has developed a questionnaire, based on a concept of levels-of-use of the different dimensions of a curriculum guide which was adopted earlier by the Curriculum Implementation Committee. The "Profile Chart, Levels and Dimensions" which illustrates this concept was introduced to teachers at the November, 1983, workshop on curriculum implementation; it provides the basis for this questionnaire. However, the profile chart was modified (see attached) to reflect the specific philosophy and strategies contained in "The Program and the Six-Year Old". The reverse side of the adapted profile chart contains definitions of each of the five levels-of-use in greater detail.

.. Continued ..

You have been selected randomly from a list of Grade 1 teachers to receive this questionnaire regarding your level-of-use of "The Program and the Six-Year Old" guide. In addition to this questionnaire, a few teachers will be approached for interviews to provide further validation of the instrument.

The Research team is hopeful that you will participate in the survey. If, however, you have some reason for not wishing to complete the questionnaire, consultation with your principal is suggested.

Confidentiality of your answers is regarded with utmost importance. Accordingly, the following guidelines will be observed:

(a) Group data only will be presented.

(b) No individual teacher or school results will appear in any report.

(c) All information connecting individuals with responses will be held in confidence and destroyed upon completion of follow-up interviews.

Your participation in this study of implementation of "The Program and the Six-Year Old" guide will help achieve the following specific survey objectives:

1. To provide information which will be useful in describing the present status of implementation.
2. To determine teaching resource needs.
3. To identify barriers to curriculum implementation.
4. To determine teacher in-service/training needs.
5. To establish a baseline for future measurement of changes in levels-of-use over time.
6. To examine how the guide is read and interpreted by teachers.
7. To develop valid self-report survey instruments which are useful in questionnaire, interview, and observation approaches to the description of curriculum implementation.

Please complete the enclosed questionnaire and, by May 25, return it to the Research Centre in the self-addressed envelope provided.

If you require assistance or clarification in completing the questionnaire, or have any other questions concerning the teachers' survey on curriculum implementation, please contact Shawn Moore (491-9660, Tuesday - Thursday), Marilyn Wideman, or Bud Dilling (296-7521) in the Research Centre.

Thank you for your co-operation.

R.J. Goldring
Assistant Superintendent
of Program

RJG/jb
Att.

THE PROGRAM AND THE SIX-YEAR OLD: ADAPTED CHART

Dimensions

Levels

	(A) Philosophy	(B) Aims and Objectives	Content *	(C) Teaching Methodology	(D) Instructional Resources	(E) STUDENT Evaluation
(1) Non Use						
(2) Initial ~~Preparation~~ AWARENESS						
(3) EXTERNALIZED ~~Mechanical~~ Use						
(4) INTERNALIZED ~~Routine~~ Use						
(5) ~~Refinement and Integration~~ MODIFIED USE						

Profile Chart, Levels and Dimensions

* Content dimension has been excluded as guide relates to programming strategies rather than subject-specific content.

THE PROGRAM AND THE SIX-YEAR OLD

DEFINITIONS OF LEVELS OF CURRICULUM IMPLEMENTATION

1. Non Use - the teacher has little or no knowledge of the dimension.

2. Initial Awareness (Preparation) - the teacher is aware of the elements of the dimension and has an intent to put these into practice. The process of assimilation and acceptability of the guide is at an early stage.

3. Externalized (Mechanical) Use - the teacher uses the guide in reference to this dimension, in a "prescriptive" way, almost as a recipe for teaching practice. The emphasis is upon teacher-direction (ownership) in the learning process and upon day-to-day application.

4. Internalized (Routine) Use - the teacher has fully assimilated, understands, and accepts the elements in this dimension. Implementation reflects a more thoughtful consideration of shared student/teacher decision-making in the learning process.

5. Modified Use (Refinement and Integration) - the teacher uses this dimension in innovative ways in order to achieve the guide's fundamental objectives: to encourage teachers to foster child ownership of the learning process and to promote modification of elements of the guide where required to meet more fully the individual child's needs.

THE BOARD OF EDUCATION FOR THE CITY OF SCARBOROUGH

INTER-OFFICE MEMORANDUM

To:

Date: June 5, 1984

From: R.J. Goldring
Assistant Superintendent of Program

cc: F. McFadden
S. Moore
M.E. Wideman
H.J. Dilling

Re: Curriculum Implementation: Grade 5 and Grade 6 Teachers' Survey of Levels-of-Use of the "Social and Environmental Studies" Guide

As a follow-up to the November (1983) Professional Activity Day concerning curriculum implementation, and to recommendations made by the Curriculum Implementation Committee of the Scarborough Board of Education, the Research Centre is undertaking a study of selected curriculum guides in an attempt to explore the levels-of-use of guides by teachers. One of the guides selected for this study is "Social and Environmental Studies" (Grades 5-6).

For the purpose of this survey, curriculum implementation is defined as follows:

> "Implementation consists (or may consist) of alterations from existing practice to some new or revised practice (potentially involving materials, teaching, and beliefs) in order to achieve certain desired student learning outcomes." (M. Fullan, "Curriculum Implementation: A Resource Handbook", Ministry of Education, 1981, p.10). In the Scarborough context, this means putting into practice a specific Scarborough subject/program curriculum guide.

The purpose of this research is not to evaluate individual teachers. It is designed to provide a description of the curriculum implementation process in general. Specifically, the data collected will be used to assess the feasibility of using a teacher self-report procedure for data collection in the future, as well as to provide some baseline information on current levels of implementation of the guide.

Research Team members have consulted with the Co-ordinator of History and Social Studies in developing a questionnaire based on a concept of levels-of-use of the different dimensions of a curriculum guide, which was adopted earlier by the Curriculum Implementation Committee. The "Profile Chart, Levels and Dimensions" which illustrates this concept was introduced to teachers at the November, 1983, workshop on curriculum implementation; it provides the basis for this questionnaire. However, the profile chart was modified (see attached) to reflect the specific philosophy and strategies contained in the "Social and Environmental Studies" guide. The reverse side of the adapted profile chart contains definitions for each of the five levels-of-use.

- 2 -

You have been selected randomly from a list of current Grade 5 and Grade 6 teachers to receive this questionnaire regarding your level-of-use of the "Social and Environmental Studies" guide. In addition to this questionnaire, a few teachers will be approached for interviews to provide further validation of the instrument. In the event you are not responsible for teaching "Social and Environmental Studies", please pass this questionnaire along to the Grade 5 or Grade 6 teacher who is presently teaching the social studies curriculum to your class.

The Research Team is hopeful that you will participate in the survey. If, however, you have some reason for not wishing to complete the questionnaire, consultation with your principal is suggested.

Confidentiality of your answers is regarded with utmost importance. Accordingly, the following guidelines will be observed:

(a) Group data only will be presented.

(b) No individual teacher or school results will appear in any report.

(c) All information connecting individuals with responses will be held in confidence and destroyed upon completion of follow-up interviews.

Your participation in this study of Grade 5 and Grade 6 teachers' implementation of the "Social and Environmental Studies" guide will help achieve the following specific survey objectives:

1. To provide information which will be useful in describing the present status of implementation.

2. To determine teaching resource needs.

3. To identify barriers to curriculum implementation.

4. To determine teacher in-service/training needs.

5. To establish a baseline for future measurement of changes in levels-of-use over time.

6. To examine how the guide is read and interpreted by teachers.

7. To develop valid self-report survey questionnaires which are also useful in interview and observation approaches to the description of curriculum implementation.

Please complete the enclosed questionnaire and, by June 12, return it to the Research Centre in the self-addressed envelope provided.

If you require assistance or clarification in completing the questionnaire, or have any other questions concerning the teachers' survey on curriculum implementation, please contact Shawn Moore (491-9660, Tuesday - Thursday), Marilyn Wideman, or Bud Dilling (296-7521) in the Research Centre.

Thank you for your co-operation.

R.J. Goldring
Assistant Superintendent
of Program

RJG/ts
Att.

SOCIAL AND ENVIRONMENTAL STUDIES : ADAPTED CHART

Dimensions

Levels

	~~Philosophy~~ RATIONALE AND AIMS	~~Aims and~~ Objectives	Content	~~Teaching~~ Methodology	~~Instructional~~ Resources	STUDENT Evaluation
Non Use						
Initial ~~Preparation~~ USE						
Mechanical Use						
EFFECTIVE ~~Routine~~ Use						
~~Refinement and Integration~~ INNOVATIVE USE						

Profile Chart, Levels and Dimensions

(See reverse for definitions of levels-of-use)

Social and Environmental Studies

DEFINITIONS OF LEVELS OF CURRICULUM IMPLEMENTATION

Non Use	- The teacher has little or no knowledge of this sub-dimension.
Initial Use	- The teacher is beginning to assimilate the knowledge of this sub-dimension and its applications in the classroom.
Mechanical Use	- The teacher plans and uses this sub-dimension on a day-to-day basis, but is relatively unaware of the long-range consequences of some classroom activities.
Effective Use	- The teacher is fully aware of and uses the basic ideas and approaches of this sub-dimension to achieve the long-term objectives of the program.
Innovative and Creative Use	- The teacher has a thorough understanding of, modifies, and integrates this sub-dimension according to particular class and individual needs.

APPENDIX E

1. Letter to Principals of Teachers Selected for the Survey of Levels-of-Use of "The Program and the Six-Year Old" Guide
2. Letter to Principals of Teachers Selected for the Survey of Levels-of-Use of "Social and Environmental Studies (Grades 5-6)" Guide

THE BOARD OF EDUCATION FOR THE CITY OF SCARBOROUGH

INTER-OFFICE MEMORANDUM

To: Principals of Randomly Selected Schools

Date: April 27, 1984

From: R.J. Goldring
Assistant Superintendent of the Program Department

Copy to: H.J. Dilling
S. Moore
M.E. Wideman

Subject: Curriculum Implementation: Grade 1 Teachers' Survey of Levels-of-Use of "The Program and the Six-Year Old Guide".

As a follow-up to the November (1983) Curriculum Implementation Workshop, and to recommendations made by the Curriculum Implementation Committee, the Research Centre is undertaking a study of selected curriculum guides in an attempt to explore the levels-of-use of guides by teachers.

One of the guides selected is The Program and the Six-Year Old. The proposed survey of Grade 1 teachers regarding the use of this guide will consist of a mailed questionnaire with a few follow-up interviews. The purpose of this research is not to evaluate individual teachers. It deals only with the curriculum implementation process. That is, the data collected will be used to assess the feasibility of a self-report procedure for future use, as well as to provide some baseline information on levels of implementation of the guide.

The following Grade 1 teacher(s) in your school were among those selected randomly for participation in this survey:

Self-report questionnaires will be mailed within a week's time directly to selected Grade 1 teachers. As well, teachers will receive a covering letter explaining the study and instructing them to consult with principals if they have specific reasons for not wishing to participate in the survey. In addition to this questionnaire, a small number of follow-up teacher interviews will be carried out for purposes of validation. You will be notified and consulted if a Grade 1 teacher is selected from your school for the interview phase.

Confidentiality of teacher responses is considered of utmost importance. In this regard, the Research Centre follows strict ethical standards of survey procedure and use of data:

1. There will be no identification of individual teachers or schools in the survey results;
2. After follow-up interviews are completed, all individually-identifying information will be destroyed;

3. Questionnaire responses will be reported in total group format only;

4. Thus, survey data will not be used for evaluative or comparative purposes regarding individual teachers or schools.

Please contact me if you wish further information or have any questions of a policy-related nature. If, however, you have questions regarding survey procedure, teacher participation, questionnaire development, etc., feel free to contact any of the members of the Research Team: Shawn Moore, Project Co-ordinator, Vradenburg Jr. Public School (491-9660, Tuesday - Thursday), Marilyn Wideman, Research Associate, or Bud Dilling, Research Director (296-7521).

Thank you for your co-operation.

R.J. Goldring
Assistant Superintendent
of the Program Department

/dd

THE BOARD OF EDUCATION FOR THE CITY OF SCARBOROUGH

INTER-OFFICE MEMORANDUM

To: Principals of Randomly Selected Schools

Date: May 7, 1984.

From: R.J. Goldring
Assistant Superintendent of Program

Copy to:
H.J. Dilling
S. Moore
M.E. Wideman
F. McFadden

Subject: Curriculum Implementation: Grade 5, 6 Teachers' Survey of Levels-of-Use of "Social and Environmental Studies" Guide.

As a follow-up to the November (1983) Curriculum Implementation Workshop, and to recommendations made by the Curriculum Implementation Committee, the Research Centre is undertaking a study of selected curriculum guides in an attempt to explore the levels-of-use of guides by teachers.

One of the guides selected is Junior Division "Social and Environmental Studies. The proposed survey of Grade 5 and 6 teachers regarding the use of this guide will consist of a mailed questionnaire with a few follow-up interviews. The purpose of this research is not to evaluate individual teachers. It deals only with the curriculum implementation process. That is, the data collected will be used to assess the feasibility of a self-report procedure for future use, as well as to provide some baseline information on levels of implementation of the guide.

The following Grade 5 or 6 teacher(s) in your school were among those selected randomly for participation in this survey:

In those instances where the selected Grade 5 or 6 teacher is not responsible for teaching this social and environmental studies program, we will suggest that the questionnaire be passed on to the Grade 5 or 6 teacher within the school who is presently teaching the social studies curriculum to the selected teacher's class.

Self-report questionnaires will be mailed within a week's time directly to selected Grade 5 and 6 teachers. As well, teachers will receive a covering letter explaining the study and instructing them to consult with principals if they have specific reasons for not wishing to participate in the survey. In addition to this questionnaire, a small number of follow-up teacher interviews will be carried out for purposes of validation. You will be notified and consulted if a Grade 5 or 6 teacher is selected from your school for the interview phase.

Confidentiality of teacher responses is considered of utmost importance. In this regard, the Research Centre follows strict ethical standards of survey procedure and use of data:

1. There will be no identification of individual teachers or schools in the survey results;

2. After follow-up interviews are completed, all individually-identifying information will be destroyed;

3. Questionnaire responses will be reported in total group format only;

4. Thus, survey data will not be used for evaluative or comparative purposes regarding individual teachers or schools.

Please contact me if you wish further information or have any questions of a policy-related nature. If, however, you have questions regarding survey procedure, teacher participation, questionnaire development, etc., feel free to contact any of the members of the Research Team: Shawn Moore, Project Co-ordinator, Vradenburg Jr. Public School (491-9660, Tuesday - Thursday), Marilyn Wideman, Research Associate, or Bud Dilling, Research Director (296-7521).

Thank you for your co-operation.

R.J. Goldring
Assistant Superintendent
of Program

/ts

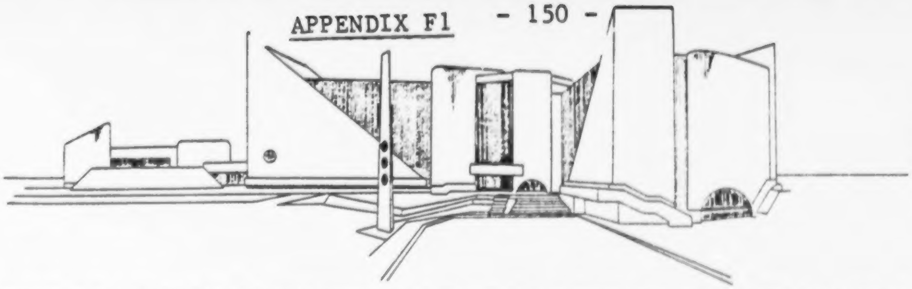
APPENDIX F

1. Follow-up Letter to Teachers Involved in the Survey of Implementation of "The Program and the Six-Year Old"
2. Follow-up Letter to Teachers Involved in the Survey of Implementation of the " Social and Environmental Studies (Grades 5-6)" Guide

APPENDIX F1

J. P. McLOUGHLIN
Director of Education
Secretary and Treasurer

C. A. COWAN
Assistant Director
of Education



THE BOARD OF EDUCATION FOR THE CITY OF SCARBOROUGH

EDUCATION CENTRE, 140 BOROUGH DRIVE, SCARBOROUGH, ONTARIO, M1P 4N6 TEL. 296-7100

May 29, 1984.

Dear Teacher:

RE: The Program and the Six-Year Old:
Survey of Teachers' Curriculum Implementation

This letter is a follow-up to the questionnaire which you received (or should have received) during the week of May 22nd, pertaining to a study of Grade 1 teachers' curriculum implementation of The Program and the Six-Year Old.

The deadline date for returning the completed questionnaire to the Research Centre was May 25th. If you have returned your questionnaire, please disregard this letter. If not, please return it to the Research Centre, Vradenburg Jr. P.S., as soon as possible.

Clearly, the higher the percentage of returns from Grade 1 teachers in the original random sample, the higher the level of validity we can expect from the survey results. Therefore, it is important we have your questionnaire responses as soon as possible.

If you are experiencing any problems associated with completion of the questionnaire, please contact:

Shawn Moore (491-9660 Tuesday - Thursday)
Marilyn E. Wideman, Research Associate; or
Bud Dilling, Research Director (296-7521)

Thank you for your participation in this study.

Shawn Moore
Project Co-ordinator

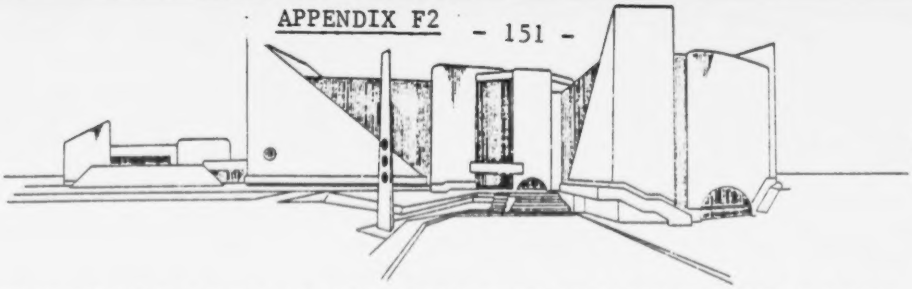
SM/ts

Finance	W. D. MASON, Comptroller	Plant	T. A. LENNARD, Superintendent
Personnel	C. R. MASON, Superintendent	Program	P. SIDORCHUK, Superintendent
Planning and Operations	J. W. WADE, Superintendent	Student and Community Services	F. G. PLUE, Superintendent

APPENDIX F2

J. P. McLOUGHLIN
Director of Education
Secretary and Treasurer

C. A. COWAN
Assistant Director
of Education



THE BOARD OF EDUCATION FOR THE CITY OF SCARBOROUGH
EDUCATION CENTRE. 140 BOROUGH DRIVE. SCARBOROUGH. ONTARIO. M1P 4N6 TEL. 296-7100

June 13, 1984.

Dear Teacher:

RE: The Social and Environmental Studies Guide:
Survey of Teachers' Curriculum Implementation

This letter is a follow-up to the questionnaire which you received (or should have received) during the week of June 4th, pertaining to a study of Grade 5 and 6 teachers' curriculum implementation of The Social and Environmental Studies Guide.

The deadline date for returning the completed questionnaire to the Research Centre was June 12th. If you have returned your questionnaire, please disregard this letter. If not, please return it to the Research Centre, Vradenburg Jr. P.S., as soon as possible.

Clearly, the higher the percentage of returns from Grade 5 and 6 teachers in the original random sample, the higher the level of validity we can expect from the survey results. Therefore, it is important we have your questionnaire responses as soon as possible.

If you are experiencing any problems associated with completion of the questionnaire, please contact:

Shawn Moore (491-9660 Tuesday - Thursday)
Marilyn E. Wideman, Research Associate; or
Bud Dilling, Research Director (296-7521)

Thank you for your participation in this study.

Shawn Moore
Project Co-ordinator

SM/ts

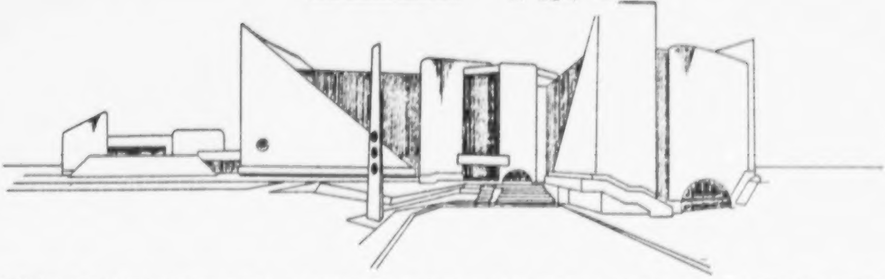
Finance W. D. MASON, Comptroller
Personnel C. R. MASON, Superintendent
Planning and Operations J. W. WADE, Superintendent

Plant T. A. LENNARD, Superintendent
Program P. SIDORCHUK, Superintendent
Student and Community Services F. G. PLUE, Superintendent

APPENDIX G

Confirming Letter to Principals Regarding Freeing Up of Teachers Participating in the "Social and Environmental Studies (Grades 5-6)" Curriculum Implementation Survey

APPENDIX G



J. P. McLOUGHLIN
Director of Education
Secretary and Treasurer

C. A. COWAN
Assistant Director
of Education

THE BOARD OF EDUCATION FOR THE CITY OF SCARBOROUGH

EDUCATION CENTRE, 140 BOROUGH DRIVE, SCARBOROUGH, ONTARIO, M1P 4N6 TEL. 296-7100

June 4, 1984

To: Principals of Selected Teachers

From: R. J. Goldring
Assistant Superintendent
of Program

Re: Survey of Teacher-Use of the Grade 5-6 "Social and Environmental Studies" Guide: Questionnaire Completion Time Allotment

As follow-up to your telephone conversation with Marilyn Wideman in the Research Centre, I would also like to encourage you to set aside, if possible, approximately one hour during the period of June 5-11 for use by the randomly-selected teacher(s) on your staff. This would allow them time to complete the "Social and Environmental Studies": Grade 5 and Grade 6 teachers' survey questionnaire of curriculum implementation.

The results of this particular instrument's pilot testing strongly suggested that a scheduled time allotment would enable teachers to devote the amount of thought and self-reflection on teaching practices which is required in order to complete this questionnaire as intended.

Thank you for your support at a very busy time of year.

R. J. Goldring.

Finance W. D. MASON, Comptroller
Personnel C. R. MASON, Superintendent
Planning and Operations J. W. WADE, Superintendent

Plant T. A. LENNARD, Superintendent
Program P. SIDORCHUK, Superintendent
Student and Community Services F. G. PLUE, Superintendent